

# *School and College Placement*

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THE ASSOCIATION OF SCHOOL AND  
COLLEGE PLACEMENT

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# Story

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## Moral

FOR THINKING PEOPLE

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# SCHOOL AND COLLEGE PLACEMENT

Journal of the Association of School and College Placement

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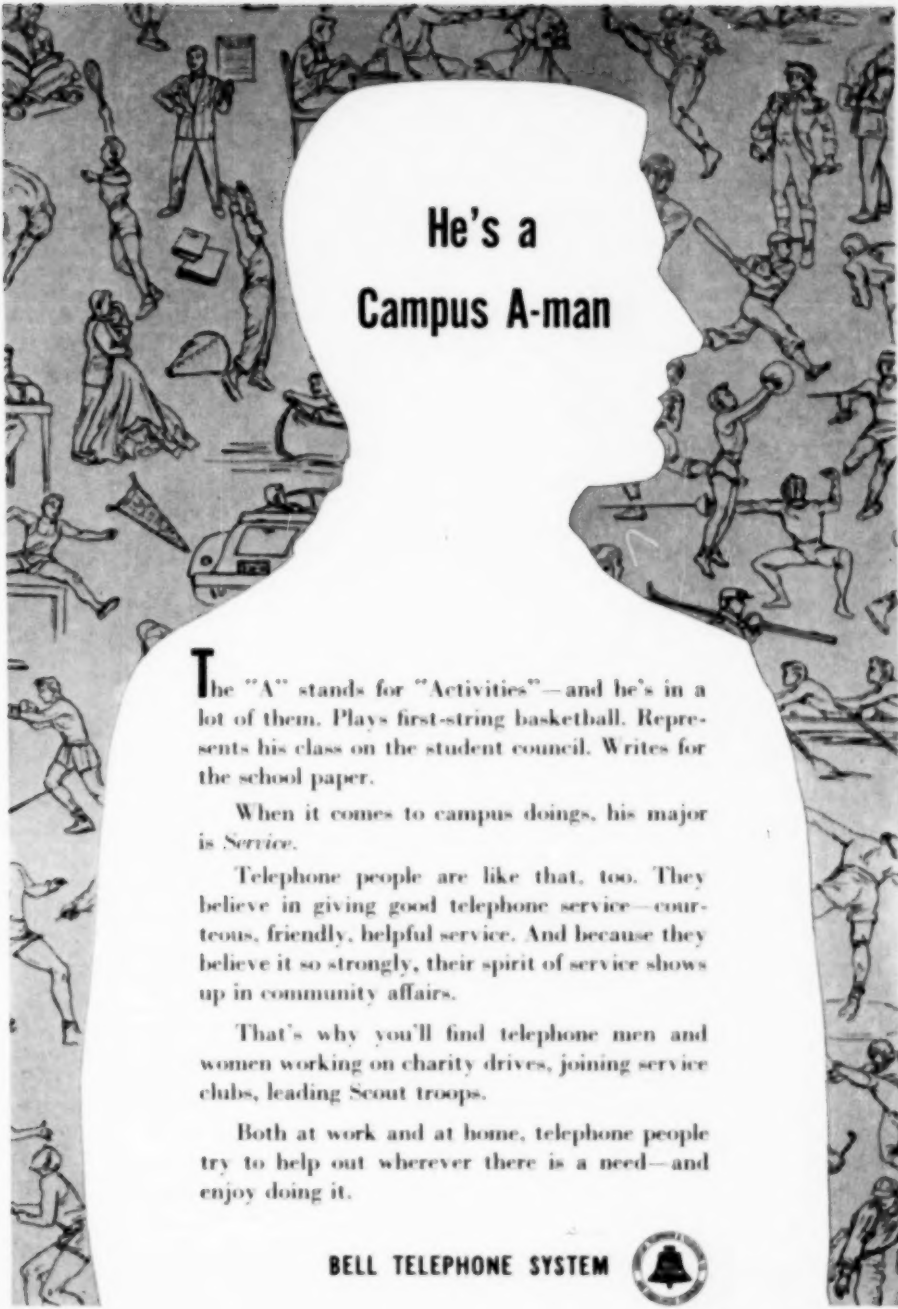
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## He's a Campus A-man

**T**he "A" stands for "Activities"—and he's in a lot of them. Plays first-string basketball. Represents his class on the student council. Writes for the school paper.

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*Although our engineers have always been liberally supplied with every facility for the development of new and original designs and improvements of existing standards, it has been deemed wise during the past year to establish a laboratory to be devoted exclusively to original research. It is hoped by this means that many profitable fields may be discovered.*

Many profitable fields were discovered—profitable not only for General Electric but also for industry, the American public, and the world.

A half century ago the industrial experimental laboratory was itself an experiment. This month it begins its second half-century with the dedication of a new building, greatly augmenting the facilities it offers to the advancement of man's knowledge.

*You can put your confidence in—*

**GENERAL  ELECTRIC**

## THE PORTENTIOUS HALF CENTURY AHEAD

1950 Commencement Address  
Trinity College, Hartford, Connecticut

THE HONORABLE HAROLD E. STASSEN, President  
The University of Pennsylvania

*Dr. Stassen was elected Governor of Minnesota at the age of 31, the youngest governor in history. Following the legislative session of his third term, he resigned and entered active duty in the United States Navy. He served on the Staff of Admiral William F. Halsey in the Pacific from July, 1943, to the end of the war.*

*Admiral Halsey awarded Dr. Stassen the Legion of Merit for performance of duty during the Philippine Campaign and the Formosa and South China Sea Sweeps and cited him for outstanding performance of duty as Officer-in-charge of the Admiral's Combat Information Center aboard the flagship during the second Battle of the Philippine Sea. Dr. Stassen was awarded the Bronze Star for exceptional service in the evacuation of American prisoners of war from prison camps in Japan. He was cited by Rear Admiral A. S. Merrill for outstanding performance of duty in the Battle of Empress Augusta Bay at Bougainville. He was awarded six battle stars for Empress Augusta Bay, First Battle of the Philippine Sea, Second Battle of the Philippine Sea and attacks on Formosa, Okinawa and Honshu.*

*In 1945, the President of the United States appointed him as one of the country's delegates to the San Francisco Conference of the United Nations. He traveled through 16 European countries in 1947 in a survey of postwar economic and social conditions.*

*Author of "Where I Stand," published by Doubleday and Company, Dr. Stassen was a keynote of the Republican National Convention in 1940 and served as floor manager of Wendell Willkie's campaign in the same year.*

*He received his A.B. and L.L.B. degrees from the University of Minnesota.*

ON this 124th Commencement of Trinity, in this beautiful location under the elms, I am moved not to indulge in advice from my vantage point to this Class of 1950, but rather to give a profession of my faith in you, and in the members of your generation. I have faith that in the years ahead you will prove that you recognize those moral and ethical values so essential to a satisfying and rich and enjoyable life. I have faith that in the years ahead you are going to demonstrate that appreciation and response to your Alma Mater so essential if others in succeeding decades are to receive from her as much as or more than you have received.

My faith is not based upon any view that the years ahead are going to be easy ones. It is not based on a concept that there will not be sorrows as well as joys, disappointments as well as encouragements in those years ahead. In fact as we pause on Commencement to think of the lives that lie before this class, I think it is well that we reflect upon the fact that the actuaries and the doctors tell us that

the great majority of the members of this class will live to see the year 2000. What of this half-century ahead? I believe that it will be a half-century in which, to a greater degree than in any other half-century in history, the basic philosophies of the nature of man will come into clash in a decisive manner.

These basic philosophies can be primarily divided into three major streams of philosophic thought: (1) That of our own western world; the concept of the spiritual value of man, of his inherent rights, of his human dignity, all this based on the conviction that there is a God. (2) That opposing ideology of materialism; the concept that might makes right, that man should be subservient to man, that there is no God. (3) That of the Orient; looking upon life on earth as of little value, as a vale of tears, a period of suffering, a concept that places extreme emphasis on bliss in the hereafter, and thereby produces that indifference to life so characteristic of that great area of the world.

These three major streams of philosophic

thought today are each predominant in the social organization of approximately one third of the peoples of the world. That in itself gives us pause. Since the end of World War II six hundred millions of the peoples of the world have been brought under the centralized dictatorships—now in China and before that through the Balkans and in Russia—so that a third of the world is under the control of leaders committed to the materialistic philosophy. Approximately one third of the peoples inhabit that portion of India and of Asia where the mystical and passive religion of the Orient prevails. And the remaining third of the population of the world, in the western nations of Europe, in this continent, and in the British Empire, find their great controlling approach to social, economic and political questions springing from the concept that man was meant to be free.

Is it not quite clear that in the clash of ideas, in the competition of economic systems, perhaps, pray God not, in the clash of military force, these great philosophies and the concepts of life that come from them will be very much in the foreground in the next half-century?

Thinking in terms of what those philosophies mean in everyday activities, and how they affect every one of us, reminds me of the young Displaced Person who arrived on our shores not so long ago. He was a young man of nineteen. In his eyes, even as they reflected the excitement of seeing New York for the first time, there still was something of his experiences—seeing his father killed, his brothers taken off, his mother and his sister violated and killed, his home destroyed, and then himself battered back and forth as the tide of red war swept his homeland over and over again, and finally swept up almost as a bit of flotsam to a D. P. camp, then through the aid of one of our great churches brought to these shores, not a possession to his name,

not a single relative or a single boyhood friend remaining in life.

A young lawyer who knew his language, spoke to him and after giving him some information about the place to which he was to go in the United States, said, "Now I think I should tell you about your rights in America."

As the young D.P. looked up, puzzled and surprised, he said, "My rights—do I have rights?"

And that young lawyer gave a magnificent response—"Yes—your rights. You have rights because you are a man and there is a God."

Can anyone in a few words describe more significantly the very base of the philosophy of life on which this nation and its way of life has been built. We lose sight of it so easily. But I believe we are entering into a period in which fundamental analysis of our philosophy and its translation into the problems of the day, social and economic, political and international, is being quickened and deepened by this very clash of world-wide points of view.

One of our distinguished guests this morning, President Griswold of Yale, recently wrote that we may be now entering into a period similar to that amazing decade or two at the time of the birth of the United States of America when men thought and read and analyzed history to solve the immediate, practical problems they faced in founding this nation. We are witnesses today of their amazing success.

Will there be a similar measure of success in the application of our philosophy of the freedom of man into the immediate problems—domestic and international, social, economic, religious, and political—that America now faces as the leading nation in the world. History will have to record that!

But I sense that the young men and women of America today are thinking deeply of the means of bringing our basic philosophy to bear on the practical, everyday difficulties of

human relationships in industry, in finance, in education and in government. We have a fundamental faith in the rightness of our great philosophy of life and there is ground for optimism as we look toward the decades ahead.

Toynbee, in his remarkable studies of civilization, does not set forth any clear cut rules by which civilization shall survive or deteriorate and decay. But there are indications of a recurring thread in the rise and fall of civilizations through the thousands of years. There are indications that if either those in society with creative ability neglect to use that creative ability for the well being of the peoples of that society, or if those with creative ability are prevented from using it by those in command of the civilization, civilization will decay and deteriorate. Because of the great liberal educational traditions of America and the quickening and deepening of thinking of the younger generation, so many of whom have had the experiences of the difficult years so recently ended, I believe that those with creative ability in America will continue to use it in the most constructive manner, and that, with the responsiveness to the will of the people of our government, there will not be a closing down on those with creative ability, there will not be a turning to the totalitarian or controlled approach that some people even with good intentions, would move toward in these critical times.

It will not be an easy course. There will be some very difficult periods. There will be

times when some with very good intentions will say, "We must have someone take charge here in America. We must have someone decide what is creative and what is good in America." There will be a time or two when someone will be attracted by the seeming successes of opposing philosophies.

In fact, as we meet this morning, the headlines of recent weeks and months have told us that this nation has suffered more by treasonous conduct in the last ten years than in any other ten years of history. It is depressing, it is disappointing to read of young Americans turning over secrets and information to other governments in a treasonous manner. I do not believe, however, that what has happened is cause for serious alarm, because I am confident that from revelation of those stark facts there will come a compensating reaction of loyal devotion and a thinking through on the part of the many millions of other educated young men and women which will bring a dividend far greater than the loss we have incurred from those of treasonous conduct.

So I say to you, as I commend and congratulate this Class of 1950 of Trinity College, as I salute your President, your Faculty, and your Trustees, as I thrill at the privilege of being with you on this Commencement—it is with a sense of deep faith in the future of America, yes, but not just of America, faith in the future of a free mankind as it feels the impact of those before me today and their legion of fellows throughout America.

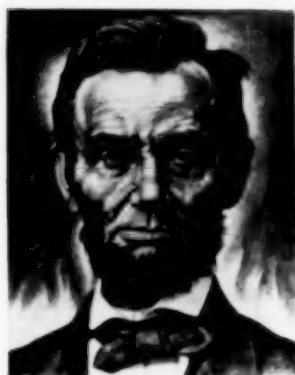


### IS OPPORTUNITY DEAD?

*Certainly not, says General Electric in a pungent message to its employees:  
"In the next five years alone, 45 per cent of all the supervisory jobs in the  
company—from foreman to president—will be open because of promotion,  
retirement, or present jobholders leaving the company."*

*Lawrence Stessin in Mill & Factory 3/50.*

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*Its Name Indicates Its Character*

**FORT WAYNE**

**INDIANA**

## CO-OPERATIVE EDUCATION

ERNEST PICKERING, *Dean*

*College of Applied Arts, University of Cincinnati, Cincinnati, Ohio*

*Dean Pickering received his B.S. in Architectural Engineering from the University of Kansas in 1919 and his B.S. in Architecture from the University of Illinois the following year. He received his master's degree in Architecture in 1926. He also studied at the Ecole des Beaux Arts, Paris and Harvard University.*

*A recipient of the Medal of Societe des Architectes Diplomes par le Gouvernement and former chairman of the Cincinnati City Planning Commission, Dean Pickering is a member and past president of the American Institute of Architects (Cincinnati chapter), the MacDowell Society; vice-president of the National Association of Schools of Design; director of the Architects' Society of Ohio and member of the Omicron Delta Kappa honorary fraternity and the Archaeological Institute of America.*

*Dean Pickering is author of Architectural Design, 1933 and Shelter for Living, 1941, both of which were published by John Wiley & Sons.*

THE traditional method of learning was born when pupils sat at the feet of scholars and gained knowledge of early languages, mathematics and philosophies. For centuries education was concerned primarily with theories—with information which could be secured from books and lectures. For generations the placement of young men and women in gainful occupations was made difficult by the fact that college graduates generally had only theoretical education with little or no practical experience or training. The gap between school and work was a difficult one to bridge. Much has been written about the young and inexperienced graduates who, finding little outlet for their talents in a highly competitive and specialized world, were forced to work for practically nothing in an effort to learn the fundamentals of a business or profession.

Early in the twentieth century a new idea in education was developed. This idea had as its basis the combining of theory and practice to make education more real and the acceptance of college trained professional graduates more easily achieved. The success of this type of training has eliminated, at least in some institutions, many of the difficulties associated with student placement and the employment of college graduates.

It was in 1906 at the University of Cincinnati that the co-operative system of techni-

cal education received its first trial as a workable philosophy. In the industrial environment of the "Queen City of the West," Dean Herman Schneider began an educational experiment. This experiment received such wide acclaim in the fields of engineering and business administration that in 1922 a department of architecture was founded on a co-operative basis. This department became the School of Applied Arts in 1925 and later the College of Applied Arts.

### Co-operative Work Experience

The co-operative plan of education is based on the theory that practice and school can be and should be taught concurrently. The co-operative work experience is arranged on a sequential plan to provide the highest educational values and to supplement the theoretical training which a student is receiving in school. Students are able to bring to the drafting room and class room a mature and practical point of view and academic studies are made realistic by reason of a knowledge of actual working conditions. During the first year, students are kept in school full-time in order to permit proper orientation, the teaching of fundamentals and the development of a more mature point of view. After the first year they are divided into two sections which alternate between seven weeks at work and an equal time in school.



The Department of Co-ordination, with its staff of specialists familiar with the various personnel and placement problems and with the needs of business, industry and the professions, arranges for all of the co-operative work contacts. The various co-ordinators secure the jobs for the students, study the educational values of the positions, arrange pay and working conditions, receive from the employer periodical reports on the student's performance and move students from one job to another to insure a diversified type of training. Co-operative students thus see the practical application of theory while they are still in school and the usual transition at graduation from school to work is less difficult than in the case of those who graduate from the orthodox full-time course.

The co-operative type of education is designed:

- (1) to supplement school work and give an opportunity to test the application of academic theories;
- (2) to give a knowledge of men as well as of materials;
- (3) to afford contacts with construction, production and distribution;
- (4) to test the ability of students by permitting them to work in a chosen field;
- (5) to give experience in drafting rooms and art studios;
- (6) to eliminate many of the problems related to placement of graduates after the completion of academic work.

#### Sequence of Training

The sequence and type of training considered desirable may be summarized as follows:

##### SOPHOMORE YEAR

The practical training secured for second year students provides general experience for the purpose of developing familiarity with the basic theories related to construction, manu-

facturing processes, and materials. For instance a sophomore student in architecture may be placed on a construction job as a time keeper or a carpenter's helper while a sophomore in the department of industrial design may work in a factory where he can observe the techniques and practices related to the mass production of those things which he will later help to engineer and design.

##### PRE-JUNIOR YEAR

In the pre-junior year the architectural student may be employed by a wood-working establishment or by an organization which manufactures metal products. The student in advertising design may be engaged in some kind of merchandising activity or one related to consumer research. In this way the student who will later assist in the distribution and sale of manufacturing goods, by means of advertisements and displays, has the opportunity to test consumer reaction in the field of retail selling.

##### JUNIOR YEAR

When the student reaches the junior year he may, if he is an architectural major, have some kind of drafting job related to engineering which will give him a broad approach to the field of architecture. The interior design student may work with an organization specializing in display techniques or with a firm manufacturing furniture, fabric or accessories. With this type of experience the interior decorator becomes familiar with many of those things with which he actually works as a professional decorator.

##### SENIOR YEAR

During the senior year the architectural student may work in the office of a practicing architect, dividing his time between designing, drafting, supervising and construction. Other majors in the field of design usually work with those offices and studios representing the various professions. As an example, the

senior in the field of costume design may be employed as a designer in a dress manufacturing concern or as an artist in the field of fashion illustration and styling.

Thus, the co-operative student during the four years of training has an opportunity to observe and to experience the various processes necessary for the design and completion of buildings, advertisements, costumes, appliances, equipment and interiors. Education is thus very realistic and the placement of graduates from the system which combines theory and practice presents fewer problems than with those graduates who have had little or no practical experience. The Department of Co-ordination, by reason of its contacts with hundreds of personal directors, employment agencies, practicing architects and professional designers, is in an enviable position to secure temporary co-operative jobs for students or permanent positions for graduates from the co-operative system. As the co-operative system of education has developed during the last four decades or longer, an increasing number of co-operative graduates are found in key positions in businesses and the professions throughout the country. These employers understand the advantages of the co-operative system both to the student and the employer. They realize that by employing co-operative students the firm is systematically infusing new blood into its organization. Many co-operative students remain with their firms after graduation on a permanent and a full time status. Thus these new employees have been tested and approved by the employing firm. The expense of maintaining a training school of its own has thereby been eliminated and the firm is able to obtain selected employees which have been brought up through its own organization.

The success of the co-operative system in the fields of architecture and design is indicated by the number of firms who are employing Applied Arts students as part of a well

integrated education program. During the academic year of 1949-50 there were approximately 200 firms located in 18 states which cooperated with the College of Applied Arts in the training of young architects and designers.

### School Training

The school programs, which the co-operative work experience supplements, vary in length from four to six years and offer a diversified type of training including technical and general subjects. At the present time the courses offered by the College of Applied Arts are organized into two divisions. The Division of Co-operative Curricula gives training in architecture and in various options of professional design, particularly those known as advertising, costume, industrial and interior design. The Division of Full-Time Curricula includes courses in general art and in art education. These courses are for those who are interested in a broad and comprehensive approach rather than in highly specialized programs. The work in general art and art education is arranged to develop a knowledge of basic art principles which may be applied to such forms of art as are expressed by illustration, graphic arts, costumes, interiors, ceramics and various types of two dimensional design. In addition, work in history, literature, psychology, sociology and other elective courses give a well rounded education which may be used as an enrichment of life after college or may form the basis for professional activities after specialization in a particular field.

The major objective of the various co-operative courses in architecture and design is to train designers for those professions where a knowledge of design, construction, and production is of prime importance. The various curricula have, therefore, been developed to offer a desirable combination of professional and cultural subjects aiming toward a special-

ized but at the same time a broad education.

In order that students may receive technical work and also secure training for citizenship, considerable attention is given to the proper adjustment of general and professional subjects. The various years of the curricula in the College of Applied Arts are arranged to offer a variety of courses concerned with the following fields:

#### General Studies

##### BACKGROUND COURSES

To give an understanding of the literature, customs, philosophies, history, and art of past and contemporary civilizations.

#### Professional Studies

##### SCIENTIFIC PRINCIPLES

To give a knowledge of the basic principles of the physical and mathematical sciences.

#### MATERIALS AND PRODUCTION

To provide an understanding of the properties of materials and of construction methods and production techniques.

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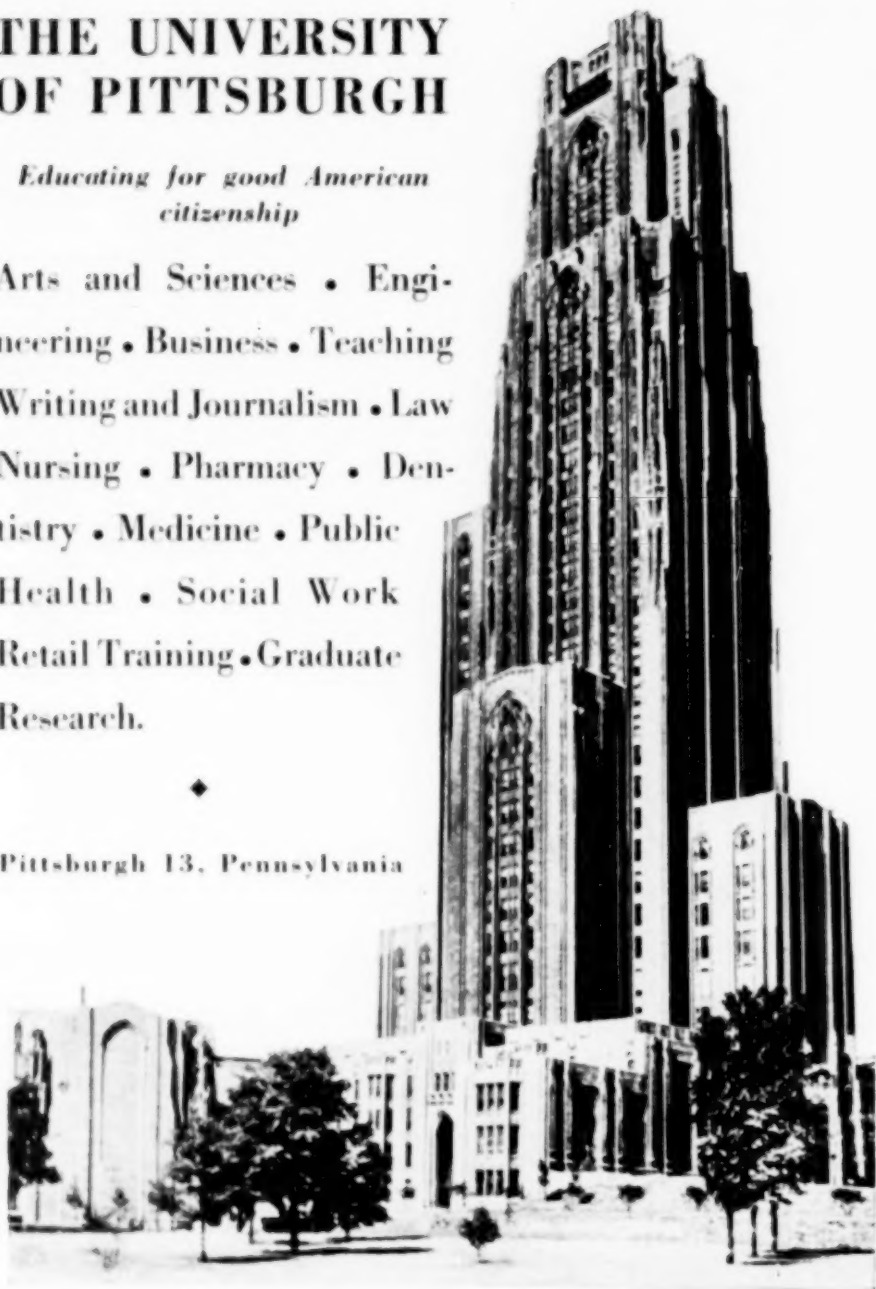
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## HOW RECRUITERS MAY COOPERATE MORE FULLY WITH COLLEGE PLACEMENT OFFICERS

*Company recruiters have asked that SCHOOL AND COLLEGE PLACEMENT present the college placement director's criticisms of their recruiting tactics.*

*To this, most of the placement staffs in colleges throughout the country have replied that company representatives have always been most cooperative and they therefore had no comments to offer.*

*However, for those new in the recruiting business, a few suggestions for maintaining good company college relationships are here presented.*

**W**HO are we to bite the hand that feeds us? Criticize our friends in industry just because a few of them do not operate or behave the way we think they should? Not this writer!

I think the college recruiter is a great guy. In general he is intelligent, efficient, considerate, personable and stimulating. He is also human—he misses trains, oversleeps, gets fouled up by the home office and the U. S. mails just like the rest of us. So he arrives late and jams our beautifully arranged schedule; or his correspondence did not reach us until yesterday p.m. so we work overtime to get a schedule ready for this morning. It could be worse—supposing he (and all the others) did not come at all!

*Good manners, good business practice and follow-up make the good college recruiter. No one has to tell him how to cooperate more fully because doing so comes naturally. But for practical purposes we must realize that there will always be those new to the business, or given a quickie extra assignment, or without training and experience, who can benefit by this mention of some of those little things that go wrong in placement offices (including us placement officers):*

### 1. TOO LITTLE OR NO NOTICE OF VISIT.

We want to do a good job—so give us at least three weeks notice—certainly never less than one week. Even so, we have to scramble because there is a lot of detail in arranging a schedule properly, preparing papers and planning for your visit. Frankly, we cannot give effective service to the employer who just

drops in. You see, our staff and facilities are limited. In fact, when we get to the height of the season, we may have to hang out the S.R.O. sign because we just haven't got enough space.

### 2. TOO LITTLE OR NO INFORMATION.

Please give us specifications, let us in on what you want. This will save time, effort and embarrassment for both of us. We need to know types of positions, kind of men and training, location, details of your program, salaries and whatever else you regard as full information. Without these details you will see those guys who don't know what they want either! With specifications, we might even do a little pre-screening for you.

### 3. TOO LATE, OR DID NOT SHOW.

There is a handy gadget called the telephone which, when used properly, will bring forgiveness and understanding and, incidentally, relieve our suspense and that of our students champing at their bits. (We know that out of sheer boredom you went out on the town last night, hence—overslept!) We irk most, however, when you cancel a schedule at the last minute. And twenty or so students get a mighty poor impression of a company that cannot keep its engagements. This refers also to changes of dates, specifications, afterthought requests—unless you give us comfortable notice.

### 4. TOO SLOW.

A schedule is a schedule. Our students occasionally go to class and when an interviewer runs behind he makes it hard on all concerned. Tell us what length of interview

you like—10, 15, 20 minutes, one hour—we will schedule it and then it is your problem.

#### 5. TOO LITTLE COMMUNICATION.

After your day is over we would like to hear what you think of our wonderful group of students. We would like to be asked for our opinions, too. After all, we would like to talk about our merchandise. We also need certain information: How and when will you make offers? Any deadline for answers? You'll keep us informed through carbon's of letters sent our students and, when the race is run, we know you will want to send us a list of our men who have been hired and have accepted—and their salaries and assignments.

Tell us the worst, too, if any one of our students mishandles his part of the deal. Together we can do a fine job through continuous communication.

#### 6. TOO LITTLE COORDINATION.

Some companies send recruiters from several different divisions, departments or branches—quite often asking for the same type of man and training. This results in wasted time, duplication and sometimes confusion of students and us, too. We like to see these multi-division companies and welcome them particularly when they do a smooth job by sending either one representative or a team

at one time, so that real coordination may be achieved.

Lest this grow into too negative a dissertation, let me again point out that the discussion above simply touched lightly, and not critically, upon areas that can be pitfalls for the green recruiter. Recommended reading is the Code of Ethics published by the American Society for Engineering Education in their Journal last year.

We do ask, as placement officers, a better understanding of our problem which is not with the top third of the class that you recruit, but with the other two thirds. One school states that fifty men are interviewed for every one hired. At our University, we calculate that we have placed  $\frac{1}{3}$  man per interviewing and  $\frac{2}{3}$  man per company.

A lot of work, time, staff and money go into service for college recruiters and their companies and the results seem negligible. Actually, we look upon college recruiting as the pace setter, the conditioner, the trainer for our graduates seeking their first jobs. Though many are called and few are chosen, everyone benefits from the experience gained from a good interview with a good company. Herein lies a major responsibility of college recruiters—to make friends and to help educate, job-wise, those students they do not employ.

## THE PROBLEM OF THE LIBERAL ARTS GRADUATE

EMILY CHURVENIK, *Assistant Dean of Women, University of Wisconsin*

COMMON to college placement officers and recruiters is the so-called problem of the liberal arts graduate. He is considered a problem because he is not oriented vocationally in the same sense as the graduate of a technical or professional course of study. Is it he who is really the problem? Our job is relatively simple when a student trained as a chemist, an engineer, or an accountant registers his employment interest with us. The history major unnerves us. We expect him to answer the

same questions and to have as well defined occupational goals as the student of specialized education. Does business and industry no longer have a place for the man or woman with a liberal education?

On the one hand we do hear that there is a place for the liberal arts graduate. He is presumed to be flexible and trainable and one who can be molded to the demands of the job in which he is placed. On the other hand job orders are generally for the man or woman



with specialized training. It is often pointed out that the liberal arts student should use his spare time and summers to develop salable skills through work experience. Too often this work experience, usually of a very routine nature, has been meaningful only to the extent that the student may conclude that this is one kind of job he does not want as a permanent one. Or he may have been forced to take a job which pays the best income to meet his school expenses. There are, of course, values which accrue from any work experience but it isn't always the kind of experience which enables the student to tell the interviewer exactly what job he wants and can do, what specifically he has to offer an employer, or where he may want to be five or ten years hence.

The applicant therefore through no fault of his own may fail to meet the expectations of the recruiter. The recruiter may be passing up good material because the applicant is not versed in the vocabulary of business and industry. How many executives today were clairvoyant enough to say where they were headed for at the start of their career? The future holds many new shifts in organization and job duties. Can we say with any certainty what these may be ten or twenty years from now? A career is an evolving process shaped and challenged by circumstances and the environment in which one finds himself. For some the starting point of activity may be relatively unimportant. For others it is highly significant. What is important is the personality structure of the applicant. An applicant interested in close detail work may be badly scarred by being placed in an outside public contact job. Conversely an outgoing activity type of man would chafe at the restraints of a chained-to-the-desk job. There are many, however, who can adapt themselves, if sufficiently challenged, to all types of work activity.

#### **School Life A Self Centered One**

We should remind ourselves that the college

graduates on the whole have been living for upwards of sixteen years a busy, self-centered existence with often little or no responsibility to anyone but themselves. Even if they have engaged in extra-curricular activities, this experience may also be quite ego-centered; the headlines, the publicity, and the fanfare may be the lure. Of course there are those who are sincerely motivated and lose themselves in the service aspects of the student program. The shift from an "I" to a "you" attitude is not always easy and may be a little slow. While liberal arts graduates may come possessed with no specific skills, they do have qualities of maturity, initiative, and training potential.

These are the men who would like to work for a company with a comprehensive training program. They would like an opportunity to sample the work done by all departments in the organization. It is the kind of training which cannot be offered by colleges and universities except for those strategically located in or near the large employment centers and which, if not able to provide actual work experience, can bring speakers to the campus for frequent discussion meetings. During World War II business and industry demonstrated that it could give short intensive training programs successfully to general education applicants in many kinds of technical work. In fact employers have often been heard to say that their own unique method of operation calls for special training, and where an applicant has been too extensively trained in the schools, he is not as receptive as the untrained graduate.

#### **Student's Job Orientation**

One approach to handling the problem of the student's job orientation has been the development of the job clinics and job conferences. Business and industrial representatives have been most cooperative through suggestions and participation. A better understanding, however, of the background of the college

student's experience and reasons for his point of view as well as his lack of information will increase the effectiveness of these programs. Speakers often load their talks with glittering generalities. They either oversell or undersell their field of work. Their knowledge is often limited to their own company performance. They may reflect the bias growing out of their own work history. In general, the best career presentations are made by men who have fairly recently begun their careers in business and who have made reasonable progress. The speaker is then closer to his own student days, and can recall his own uncertainties in getting started. The student on his part is able to identify himself with the speaker.

These conferences provide an excellent opportunity for recruiting among the seniors. At other times of the year, the recruiter will get better service if he observes the usual amenities of giving ample notice of expected arrival. Detailed and adequate information concerning the types of positions for which his company has openings is essential. Often recruiters are ill-informed as to the job openings and their requirements, yet they expect definiteness of response from the applicant. Advance receipt of adequate information about job openings will help the student determine whether or not he should apply for an interview. At this stage of the process of personnel selection he is less interested in detailed company history and pension plans and more interested in just what the job actually may

be. He is young and retirement is a long way off! The interviewer of course should be equipped with the skills and techniques for drawing out the applicant in the interview and should have an understanding of him as a person.

#### Information—Keynote of Recruitment Program

The group presentation of company policies and job information is helpful not only in weeding out uninterested applicants but it provides an opportunity for underclassmen to listen in prior to their senior year. Information is the keynote of the recruitment program. Companies are making a notable effort to put this information in readable, effective form. College placement officers too are attempting to provide the interviewers with necessary information about the applicants.

The well-rounded liberal arts graduate provides the leavening in our rapidly growing technological society. It is our mutual responsibility to extend special effort to aid him in making a sound decision as to his occupational future and in being placed where he can make his best contribution. It does take extra effort—some of it frustrating to be sure—to reshape his attitudes toward business and industrial activity. It is a continuing process of piping information to him, using all of the channels of communication. On our part we need an understanding and appreciation of him as a person as well as of the values of his liberal education.



**RECRUITING AND PLACING COLLEGE GRADUATES IN BUSINESS.**  
*Policyholders Service Bureau, Metropolitan Life Insurance Company, New York, N. Y., 1950. 66 pages. Gratis to Metropolitan group policyholders. Limited supply available to fill requests of other executives. Based on an analysis of the program developed by 75 companies large and small, and a survey of 45 universities, colleges and technical schools, this report details current practices in recruiting and selecting college graduates. Interview, application and rating forms are illustrated.*

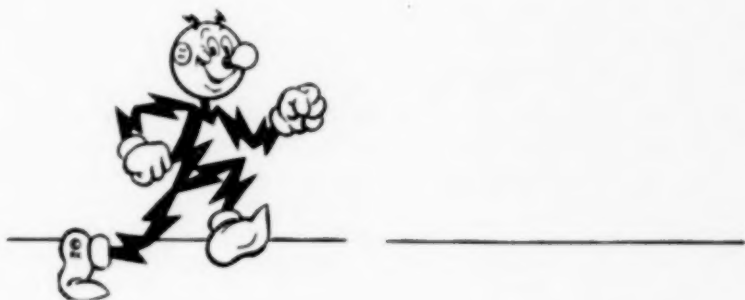
*The Management Review 8/50.*

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## "ARE WE GETTING OUR MONEY'S WORTH?"

FRANK A. IVES, *Director*

*Employment Service, The University of Oklahoma, Norman, Oklahoma*

*Mr. Ives has been Director of Personnel and Placement at the University of Oklahoma since 1946. His department handles student employment and nonacademic University personnel, as well as placement of seniors and alumni.*

*Before coming to his present position, Mr. Ives served successively as a teacher, industrial methods analyst and vocational counselor. He is vice-president of the Oklahoma Vocational Guidance Association, member of the Southwest Placement Officers Association, Oklahoma City Personnel Managers Club, and the College and University Personnel Association.*

*He completed undergraduate work at Central (Oklahoma) State College in 1938, and received his M.A. degree at Northwestern University in 1945.*

**S**TATES, municipalities and private groups providing financial support to educational institutions are indicating increasing interest in the manner in which the educational dollar is spent.

A college education will continue to be the ambition of American youth. Will this ambition be guided to meet the needs of the student, and at the same time serve the best interests of society?

### Increasing Desire to Hold White Collar Jobs

Professional occupations employ less than 10% of the working population, but nearly one half of our high school students aspire to enter "white collar" types of work. The bases for the occupational choices of these students are often vague and occasionally dangerously illogical. Family or friends may influence the student to choose vocational objectives for which he is unsuited by temperament, mental ability and interest. Although many high schools and colleges offer excellent guidance programs, the extent to which students avail themselves of this assistance may be described by the cynic's comment on church attendance—"those who need it most, don't go."

A recent book by Harvard economist Seymour Harris,<sup>1</sup> points out the most serious problem in higher education today, namely,

can we make a college education available to all without creating serious unbalances in our society? The laws of supply and demand are applicable to manpower, as well as to commodities. An over-supply of professional workers can serve to lower the salaries for a particular type of work, in the same manner that overproduction of cotton or corn results in lower prices for these commodities. The war years and the post war period have clearly indicated the trend of higher incomes for skilled craftsmen, in comparison with "white collar" workers and many positions requiring college degrees. There is every indication that this condition may prevail for several years to come.

### Shortages versus Oversupply

Educators will never be able to prophesy accurately, several years in advance, the number and type of positions which will be available for their graduates. However, this does not lessen their responsibility to the student, in providing accurate occupational information and guidance. Census figures, reports of the U. S. Department of Labor and similar studies, provide definite statistics on the number of persons employed in a particular type of work, the number of students training for the field, and the probable replacement needs. Students and institutions have generally ignored these figures, without serious repercussions. However, the danger of this oversight becomes increasingly apparent. A re-

<sup>1</sup> *The Market for College Graduates* by Seymour E. Harris, Cambridge, Massachusetts: Harvard University Press, 1949.

port<sup>1</sup> recently published by Ohio State University states that "There were more medical schools and more students in medical schools in 1905 than in 1949." During this period, the population of the United States almost doubled, and college enrollments increased from 138,000 to 2½ million students, while the number of persons preparing to be doctors actually decreased. Seventy-five medical schools and forty-one dental colleges report that ¾ of the applicants cannot be admitted, regardless of qualifications. The U. S. Chamber of Commerce Magazine, "The Nation's Business," reported the predicted shortage of 26,000 doctors and 23,000 dentists by 1960.<sup>2</sup> These shortages will be even more critical in time of war. There are also shortages of librarians, nurses, salesmen, elementary school teachers and social workers, although conditions vary slightly in different sections of the country.

At the other extreme, the Department of Labor reports that colleges and universities are graduating high school teachers (in certain fields), lawyers, journalists, personnel workers, accountants and geologists well in excess of the current employment opportunities. There has also been an oversupply of engineers, which the reactivation of the Armed Forces may reduce to a negligible figure.

In addition to the reasons given earlier in this article, this situation is aggravated by the willingness of institutions, and departments within institutions, to enroll any and every person who seeks admission. The attitude, at the present time, seems to be, "get all the students you can, and decide later whether they have chosen their vocation wisely, or if they should have entered college at all." Some private institutions, which formerly followed

the very desirable practice of carefully selecting their students, have resorted to the "enroll them all" technique accepted by state supported colleges and universities. We have assumed that the largest is the best, at the expense of the student. Students enable departments or institutions to secure funds; funds provide for buildings and staff; buildings and staff attract students, and the cycle continues. Of course, there is always room at the top, and an outstanding graduate in any field will probably find employment, but our educational institutions are not serving the best interest of the person with below the average aptitude for college, in training him for a profession in which he has little chance of finding a job. Such graduates may become frustrated, maladjusted individuals, as well as an expense to the state in which they are educated. They will be added to the ever increasing number of persons who are unhappy in their work.

No one is more directly concerned with this problem than the school placement officer. He recognizes the obligation of the institution to aid the poorest graduate, as well as the best, in securing employment, but he also realizes how little he can do to correct such mistakes as may have been made during four years of college.

This discussion has dealt with the economic and vocational aspects of education, fully recognizing that there are other equally important arguments for a free elective plan of higher education. However, we cannot divorce the vocational from the cultural if education is to prepare well-adjusted citizens who find satisfaction in their work.

The public may expect greater returns for its educational expenditures when parents, educators, business and government cooperate to:

1. Provide adequate guidance and counsel for all students, at all levels.

<sup>1</sup>"Applications to the Professional Schools and Colleges," by William S. Guthrie, *The Ohio State University*, 1949.  
<sup>2</sup>"Are the Professions Drying Up?" by Norman Kahne, *The Nation's Business*, December, 1948, United States Chamber of Commerce.

2. Encourage counselors and faculty members to secure accurate, current information, before advising students.
3. Limit the number of students who may enroll in any field in which there is evidence of serious overcrowding, by admitting only those who have above average aptitude for the subject.
4. Measure the importance and effectiveness of institutions or departments by the success of the alumni, in their field, rather than by the number of graduates.
5. Increase training facilities for such professions as medicine, dentistry and nursing, to meet more adequately the needs of all communities.
6. Increase the number and type of terminal curricula, below the four-year college degree.
7. Provide financial assistance to outstanding students who are unable to finance further education.
8. Reduce the emphasis on knowledge per se, and teach the fundamentals of solving practical problems in human relations. More people fail in their job because of inability to get along with others than fail because of lack of knowledge or ability.



### WHAT A MAN

The following is an authentic letter of application for employment received by an Australian Company operating in India:

*"The Humble Application of The Applicant . . . . . by name, Sir, in accordance with your advertisement to The Statesman, I want to project myself to the Accounts Clerk post which lies vacant under your humble authority. I hold with your agreements and official curriculums. I am out and out the competent man to sit on the desert chair. I have read up to 3rd year in Vidyasagar College. I am saying all in toto not in Camera. Especially I have a command in English Literature. Your Honour, I worked in my Father's Engineering Firm and also in Racing Co. as an Accounts Clerk. Nay, I employed in Shambhaz Stores as a Store-Keeper for some time. I do not want to extend the compass merit briefly with a view to focus your attention to my petty application. It will be visible at the time work. Now I am working under the auspicious hour of The Engineering Firm of . . . . . as an Accounts Clerk. I have a foresight by which I can forstall the future prosperity of the company. For this reason, I have acquired a sound knowledge about the notified job. I can put the whole management under my thumb. I have the monumental ambition which will be peeped out at the time of work. I shall boil down all my energy and attention to enrich the official work. I am the man of Light and Culture. I shall put a giant glance upon my undertaking. I am on Fire that Chance will favour me once to parade my capacity and sincerity in work. If HIS MASTER, permits. I am granting to you that I shall make my official job prosperous, glorious and fruitful.*

*Yours faithfully,"*



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PHILADELPHIA 4



## WHAT IS CHEMICAL ENGINEERING?

THOMAS H. CHILTON, *Technical Director*

*Engineering Department, E. I. du Pont de Nemours & Co., Wilmington, Delaware*

*Following graduation from Columbia University, Dr. Chilton worked in New York City as a research chemist. Three years later he joined the Du Pont Company's Experimental Station in Wilmington, where after a series of promotions, he attained his present position.*

*His professional honors include the Chandler Medal, Columbia University, awarded in 1939, the Eggleston Medal, Columbia Engineering Schools Alumni Association, 1943, and the University Medal, also from Columbia University, in 1950. The University of Delaware has conferred upon him the degree of Doctor of Science.*

*From 1937 to 1941, he was a lecturer in the department of chemical engineering, Columbia University. Since 1939 he has been a member of the board of editors of American Chemical Society monographs and since 1945, section editor of Chemical Abstracts for Industrial Chemistry. He is a member of the advisory board for books in chemical engineering for John Wiley & Sons, and served from 1945 to 1950 as a member of the advisory committee on grants of the Research Corporation.*

*In 1943 he received the President's Certificate of Merit for services to the National Defense Research Committee during World War II in the field of the production and use of oxygen. From 1943 to 1950, he served as a member, later chairman, of the Facilities Panel, Committee on Guided Missiles, Research and Development Board.*

*Dr. Chilton is a member of Sigma Xi honor scientific research society, Phi Lambda Upsilon chemical society, Tau Beta Pi honor engineering society and the Chemists' Club, New York.*

**W**HAT is chemical engineering? What is a chemical engineer? Most people nowadays have a better notion as to what a chemical engineer is than the lady census enumerator some decades back that Prof. W. K. Lewis of M.I.T. has often told about. When Mrs. Lewis said that he was a chemical engineer by occupation, the enumerator exclaimed, "That's strange! You say he rides the chemical engine? I thought I knew all the firemen in this town!"

Most people now would recognize that a chemical engineer is a member of the engineering profession, having a function somewhere in the chemical manufacturing or process industries. But how can a young person intent on choosing a career find out what a chemical engineer does? How can one find out clearly enough to be able to compare his work, the qualifications which it demands, and the rewards which it offers, with the work of members of other professions whom he has more opportunity to observe, such as doctors, lawyers, clergymen, or those who follow other callings? This is the question that this article will attempt to answer.

### Definition

The American Institute of Chemical Engineers defines chemical engineering as "the application of the principles of the physical sciences, together with the principles of economics and human relations, to processes and process equipment in which material is treated to effect a change in state, energy content, or composition."

"The practice of chemical engineering," one of their committees adds by way of fuller explanation, "may be in such fields as education, research, development, design, patent prosecution, economic appraisals, sales, contracting, construction, maintenance, and management."

### Process Development

Just what is it, though, that a chemical engineer does? A fascinating variety of things, in my experience and observation. But there is one activity for which I consider that the chemical engineer is uniquely qualified, one in which he shows to best advantage: process development. It is there that the

chemical engineer comes into his own: in taking a process as conceived in the chemical laboratory and carrying it through the successive stages of semiworks evaluation, pilot plant design and tryout, and commercial plant design and construction, to a going manufacturing operation.

An idealized career in chemical engineering might run along these same stages. A young graduate might be assigned to a group engaged in developing a new process, say, for a standard chemical commodity, some acid or alkali, or more likely some organic intermediate for further manufacturing steps. He spends what time is necessary in the semiworks, perhaps on shift work, to carry out the continuous runs to establish the limits of the process variables and the attainable yields and quality. He uses this experience to help specify the equipment for a pilot plant, in which practically full-scale units are to be put through their paces. He has a part in the pilot plant demonstration runs; helps specify the arrangement of the multiple-unit full-scale plant. He helps with the start-up, and he continues on to apply his knowledge of the process to the improvement and perfection of the operation; to procurement of raw materials and handling of the force of operators; to management of the area; of the plant; perhaps of the enterprise.

Not one actual career in a thousand would, of course, follow this outline. But I have drawn it as a picture, to emphasize the primary work of the chemical engineer, which is to effect the transition from a demonstrated chemical reaction to a profitable operation turning out in quantity the products that people can use.

I can conceive of a whole career being devoted to process development, for it is here, it seems to me, the skills of the chemical engineer have their full exercise. A knowledge of basic chemical principles, of the laws of thermodynamics, of the principles of the "unit

operations" of chemical engineering, will guide the way in setting up and conducting critical experiments which will serve to define the outline of a safe and economical operating process and the specifications of the most appropriate equipment.

#### **Pilot Plant Work**

Pilot plant work requires a combination of talents somewhat less on the technical scientific side and more on the human relations side. This work, too, merits consideration as a career itself, though the opportunities are not so numerous as in smaller-scale process development work.

Process improvement on going operations is a field almost as rewarding as process development, and it likewise can be pursued indefinitely.

These are by no means the only fields open to chemical engineers. There is another function they can uniquely perform; economic evaluation of processes. From its inception as an industrial possibility—as contrasted with a scientific curiosity—a process must be evaluated by the economic yardstick. "Will the probable value of the product leave sufficient margin over the cost of ingredients, manufacture, and selling to yield a reasonable return, after taxes, on the probable investment in facilities and working capital?" An engineer with special aptitudes for such work would be particularly useful to a large organization, or may find a place for himself as a consultant to investment firms.

Chemical plant design is a career any chemical engineer can aspire to. But the requisites in the way of knowledge of the workability of processes, the manageability of operations, and the feasibility of construction are exacting.

#### **Production Work**

Production work, often starting from the works control laboratory, absorbs many chemical engineers. They may find themselves use-

ful in specialized phases of production; in maintenance, and in instrumentation. But it is straightforward, line production work that leads most naturally to management positions.

The development of chemical process equipment is a promising field, and sales and sales service on such equipment. Chemical engineers also often find themselves useful in sales and technical sales service for chemical products themselves, after a suitable period of training in the manufacture of such products, or in manufacturing operations in which they are consumed.

### Prerequisites

So much for what the chemical engineer does. What qualifications does his work demand? Referring back to the A.I.Ch.E. definition of chemical engineering, we can say that it takes a sound basic training, in chemistry and physics, understood quantitatively with the aid of mathematics; an understanding of economics, of sound business principles; and knowledge of human relations, how people behave, how they can be influenced, how to get along with people.

A high school student considering a choice of college courses would do well to examine his interests and capabilities against these requirements. All the help he can get from guidance directors at his school, or from the tests available, will not be more than he should seek, considering the value of even one year's misdirected effort, to say nothing of four years' time and more, in case he turns out to be ill-fitted for the career he has chosen.

As a minimum he should determine whether his ability to handle quantitative relationships—commonly shown by readiness of comprehension and ease of performance in mathematics courses—equals or exceeds that of his fellows; whether he can handle providently such financial matters as have been entrusted to him; and whether he finds himself accepted by his associates, even if not acknowledged as

a leader. These tests he can apply himself. Coupled with a positive answer to these questions, an interest in science and an ambition to be of service will indicate a reasonable probability of success in chemical engineering.

What rewards can one look forward to in chemical engineering as a career? The results of several surveys of incomes of engineers and chemists agree in showing that the salaries earned by chemical engineers, at equal experience levels, compare favorably with those of other engineers and professional people generally. See, for example, the curves on pages 64 and 66 of "Employment Outlook for Engineers." (Reference 2).

The "median" values in these curves, it should be remembered, are only the half-way points in the range of earnings, just as many earning less as those earning more, often very much more. It is trite to remark, but still true, that one individual's earnings will depend, by and large, on his ability to contribute to the success of the enterprise with which he is associated, more than on the degree one happens to hold.

I will conclude by going further, however, and saying that a satisfying career can be found in any of the varied activities that chemical engineers perform. A man doing any of them well will get a strong sense of personal satisfaction, as well as the pay and security that many in these days seem to have foremost in their minds. Engineering work yields well in the sense of important accomplishment. Whether done in a large organization or a small one, work of this type is essential to the material advances in our civilization that make better living, a fuller life available for all.

### Suggestions for Further Reading

1. CHEMICAL ENGINEERING AS A PROFESSION, Vocational Booklet No. 3, 1946. U. S. Employment Service, Dept. of Labor, Supt. of Documents, U. S. Government Printing

- Office, Washington 25, D. C., Price 10c.  
(Catalog No. L 724:3)
2. **EMPLOYMENT OUTLOOK FOR ENGINEERS.**  
Bulletin No. 968, Occupational Outlook Series, U. S. Dept. of Labor, Bureau of Labor Statistics, Supt. of Documents, U. S. Government Printing Office, Washington 25, D. C., Price 50c.
  3. **A PROFESSIONAL GUIDE FOR JUNIOR ENGINEERS.**  
Engineers' Council for Professional Development, 29 W. 39th St., New York 18, N. Y. Price \$1.00.
  4. **ENGINEERING AS A CAREER.**  
Engineers Council for Professional Development, 29 W. 39th St., New York 18, N. Y. Price 10c.
  5. **YOUR CAREER IN ENGINEERING.**  
Carlisle, N. Y., E. P. Dutton & Co., New York, 1944.
  6. **CAREERS IN CHEMISTRY AND CHEMICAL ENGINEERING. I.**  
To Be or Not To Be. Murphy, W. J., Chem. Eng. News, 28, 2253-8 (1950) July 3.



### AN UNBEATABLE COMBINATION . . .

A graduate who wants to create success  
by his own achievements, and Kansas  
City Life, a Company built and oper-  
ated by men who have always appreci-  
ated ambition.



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## IT PAYS TO CIRCULATE

LEITH SHACKEL, *Director of Placement*  
*Carleton College, Northfield, Minnesota*

*Before accepting her present position, Dr. Leith Shackel was Associate Editor of the Wisconsin State Employee Magazine. She has also served as a graduate assistant in both guidance and journalism at the University of Wisconsin and prior to this taught dramatics, radio and English in Roosevelt High School, Minneapolis.*

*Dr. Shackel, who is a member of the Minneapolis and National Vocational Guidance Association and the Minnesota Placement Association, received her A. B. degree from Carleton College, her M. A. degree in speech from the University of Minnesota, her M. A. degree in journalism from the University of Wisconsin and her Ph.D. in education from the same institution.*

*A member of American Association of University Women, American College Personnel Association, and Midwest College Placement Association, Dr. Shackel is listed in the latest edition of Who's Who in the Midwest.*

**"I**F I had known I had to pay \$75.00 a month for a room, I wouldn't have thought I could live on \$130.00 a month."

"Why didn't someone tell me that I was taking a job with a 'family' company?"

"If my wife had known what that town was like, I'd never have started on that training program."

These statements are too often uttered by young men and women shortly after they have started to work in their first permanent positions. Companies complain because young men, recruited through visits to colleges, fail to adjust to the working and living conditions confronting them when they report for work. Some companies have almost ceased hiring other than local talent. Other companies have enabled the applicant to make a more intelligent decision by inviting him to visit the town and the company at their expense.

When placement officers, confronted with too little help and too many job-seekers, resort to posting notices of openings and impending recruiters, both students and company representatives are likely to be dissatisfied. The student signs up to see the ones that strike his fancy; the company representative may make an offer to the one applicant he can remember after seeing 35 in one day; and another career is off to a bad start.

### **Ivory Tower Placement Officer Outmoded**

In 1945 and 1946, the "ivory tower" place-

ment officer could stay comfortably in his little niche and still make a respectable showing in his yearly report. Then companies began to grow tired of "misplacements," and students thought unkindly of the Alma Mater that had helped them land in a dead end. The stay-at-home-and-get-it-out-of-books placement officer is now as outmoded as the bustle!

Since 1946, Miss Jane Andrews, the assistant director of placement and I have travelled over 20,000 miles and called on over 1000 personnel officers in an attempt to serve Carleton students and alumni more intelligently. Carleton is a privately endowed, coeducational, liberal arts college. We have had numerous inquiries in the past four years as to the why, the how, the where and the what of these summer trips. These inquiries and the surprise which we encounter in many personnel offices leads us to believe that too few placement officers make such visits. It is hard to convince some company officials that we are not trying to place anyone at the moment. Sometimes it is well nigh impossible to convince the receptionist that we are not applicants and that we want to talk to the personnel manager even though the company or organization is not hiring at that time.

I hold no brief for the way in which our trips are planned and executed. I am simply setting down the procedure we follow, knowing that some placement officers are undoubt-

edly laying more careful, if not as extensive, plans for their visitations.

The "why" of our travels is not merely to make contacts for eventual placement, but to gather information which is current, valid and useful. Much of what we learn is used to discourage our students from setting their hearts on a goal they cannot achieve. The would-be journalists who plan to go to New York after graduation with no typing ability, no journalism courses, no writing experience and no money listen more readily to words quoted directly from the editor of their favorite magazine than to those read in a book (even if that same editor wrote the book!). In talking with students it is often possible to say, "I mentioned you to Mr. So-and-So. He said to tell you that after you have worked on a small paper for a couple of years and have learned to type, he will be glad to see you if you happen to be in New York."

It is useful to be able to tell a young man

who is determined to go to California that nine out of ten employers in that state do not want to employ men unless their homes are in California. It is, however, gratifying to have called on some men who have said they will consider out-of-state applicants and to have the young man in question receive job offers from one or two of them upon his arrival in California.

One point to remember in planning such a trip is that it seldom yields much in the way of immediate placement, nor should you try to have it do so. You will be more cordially received, learn more and be remembered more kindly if you are asking for information rather than for jobs for your students.

It is true that some college officials (not those at Carleton College, however) may wonder why a three cent stamp wouldn't bring the same information as the more expensive visit, especially when the company proves to be one that hires only engineers. It is one thing to

## **WANTED**

the right young man or woman for an attractive sales career opportunity.

Now is a good time to get in touch with the Massachusetts Mutual General Agent in your city.

*Massachusetts Mutual*  
**LIFE INSURANCE COMPANY**  
Springfield, Massachusetts  
ORGANIZED 1851

tell a liberal arts student that he will be wasting his time if he makes application at a certain plant. It is another thing to be able to explain to him why that company needs engineers even in its sales department. The nature of the product, its uses, the customer service that the salesman is expected to give, the technical knowledge a man needs to advance in the company—all these are facts a student has the right to know when he asks for vocational information. Few companies have the time to set them forth in a letter.

The "how" of these trips involve time, money and a car. It has been our experience that we are needed on campus while school is in session. We find that July and August are the best months for travel.

The money must be provided by the college as a part of the placement service budget. In the final analysis the amount spent on such a trip brings more lasting and widespread returns in good public relations, satisfactory alumni relations and successful advertising than much larger sums spent annually by most colleges in the three areas mentioned. It is desirable that these trips be made by car, as many large industries are located in small towns or in rural districts. When making calls in cities like New York, Chicago and Boston, however, a car is a nuisance!

To make such extended trips alone is a dull and expensive process. If two persons can travel together, they can make twice the number of calls each day for less than the cost of one person travelling alone by train.

#### Where to Visit

The question of where will have to be answered individually by each placement officer. A first trip should be routed so as to include those states from which the greatest number of students come. For example, the greater percentage of our students come from the area around Chicago and as far East as Boston, and most of them want placement in that sec-

tion of the country. In the past four years we have made two trips East and covered the Mid-West four times. In this same period of time, we have made the Western circuit once, travelling through the Southwest, West and the Northwest, 3100 miles in all.

After deciding the states you must visit first, you will want to search your files for a list of companies in that area. With these as a starter you have a rough idea of the cities you want to visit. The next step is to make a list of the cities you will go through (or near) in reaching the places where you have definite interests.

Our original list for this summer's trip included 37 cities and towns. We wrote to alumni, to chamber of commerce officials; we bought manufacturing directories; and we searched through pamphlets and brochures in our occupational information file. We also consulted directories such as the one put out yearly by a group of women's colleges in the East. The result was that we found places of interest in 60 of the 37 cities and towns.

Having decided on the "where," you must next consider the "what." Liberal arts college representatives will want to visit the following state offices: the department of teacher certification, the teacher placement bureau (if there is one), the merit system and the department of public welfare.

The community chest office in any city is a good source of information, useful in counseling would-be social workers. Any business, industry, laboratory, social agency or institution which might conceivably employ the type of student your college graduates with the kind of majors your school offers is worth a visit.

Graduate and professional schools, private schools (if you represent a college that prepares teachers), state employment services and reputable private employment agencies should be visited. If a senior has to choose between two or three graduate schools, it helps



to be able to tell him something about the physical plant of each and the type and cost of available housing.

If a student wants to know of teaching and other vacancies in a distant area, we like to be able to suggest a good commercial agency in that vicinity. Needless to say, we exhaust our own contacts before making any referral that will cost him money. Our aim is to help each student find what he wants in the place he wants it if he is suited for the type of position he has chosen. If we cannot find it for him, we want to be prepared to refer him to someone who can.

There are persons who feel that it is better to visit one or two companies a day and watch all workers at their particular jobs. We feel it is better to call at the personnel office of five or more companies in a day, ask the questions most often asked of us, get as much published material as the company wishes to give us, tell the personnel manager what we are trying to do for our students, something about the college we represent, leave some literature with him and go on our way after a short trip through the plant if he suggests it.

There are those who feel it is advisable to exhaust every possibility in one town before moving on to the next. After four years of using the information gathered on these trips, we have found that, except for a few very large cities, it is better to have five contacts in each of ten towns, than ten in each of five.

Each time we travel in a certain section we make a few new calls in each town. Then, too,

because of the cooperation between personnel workers in many communities, a call at one office will often bring a letter of inquiry or a listing of vacancies from another.

#### What About Advance Appointments

Whether or not to make appointments in advance is something each traveller will have to decide for himself. We have tried it both ways. There is something to be said for and against each procedure. The explanation of who you are and what you want can be given in a letter if you write in advance.

If you make appointments, however, you are tied to a schedule which it is not always possible to keep. If appointments are too close together, you may have to be almost rudely abrupt if you encounter a talkative personnel manager. If you make them too far apart, you waste time. It is almost impossible to estimate the length of time you will spend in one place. Calls vary in length from ten minutes to three hours. Some companies want you to talk to the heads of several departments; others suggest you make an extensive tour of the plant.

If you do not make appointments, you risk intruding on the already full schedule of a busy personnel officer. As a rule, however, he will give you a few minutes of his time or turn you over to an assistant who can be equally helpful.

Sometimes you get a truer picture of the company if you are not expected. One thing becomes increasingly obvious to those who



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make personal visitations, the better the company, the bigger the person, the more helpful he is.

Every placement office will encounter, sooner or later, companies that will hire only graduates of local colleges, some who "don't hold with hiring college graduates" at all, and the receptionist who lets him stand for ten minutes while she tells Maizie all about her date of the night before. We have come to believe that one of most important positions in any company from a public relations viewpoint is that of the receptionist.

If you call at a plant that is closed for vacation or out on strike, the time is not entirely wasted. At least you see the neighborhood, the physical set-up, and the size of the plant. In the placement of women it is important to know the proximity to transportation and something about the district in which they will work.

So, it's up to you to decide. We have found a happy medium to be that of writing some of the persons we know we want to call on and stating that we expect to be in their vicinity during a certain week and hope to have an opportunity to talk with them.

#### **Basis for Comparing Companies**

In order to have a basis for comparison of companies, we have developed a set of questions which we try to have answered in each interview. It is not always possible. Some personnel managers prefer to tell us about the company in their own way. As a rule we can answer most of the questions from our notes.

We find it essential, though not entirely desirable, to take notes at the time of the call. It would take a master mind to make five to eight calls every day, five days a week, and not get the names, the job requirements and training programs confused.

At the end of each day, we augment our notes with other pertinent data and mail them to the placement office secretary for typing.

On our return to the campus, the material is in usable form and has been cross-referenced where a company offers more than one type of opportunity. All information is also filed geographically.

The ten questions which we ask in business or industrial calls are as follows:

1. Do you have a training program for which male liberal arts graduates might qualify? In sales? In business administration? In scientific work? In production? What are the opportunities for on-the-job training? (If they have no training program).
2. What are your requirements for these various areas? Educational? Personal?
3. Do you recruit? If not, how shall we go about referring applicants that we feel might be of interest to you?
4. What are the opportunities for women?
5. What are the opportunities for advancement for both men and women?
6. What are the approximate beginning salaries in the various positions?
7. What employee benefits does the company provide?
8. Do you hire for summer work?
9. May we have a list of branch offices and other plants?
10. Do you have any literature which would help the student to understand the company or organization?

Upon our return to Northfield, we write to each person whom we have visited. In September we start the interviewing of all seniors. It is then that the value of these extended trips becomes most evident. The occupational information which we have to give is current and accurate. We can help our students to find positions in almost any kind of work, in almost any section of the country. Statistically speaking, every year for the past four years 98% of each graduating class has been settled shortly after graduation. It pays to circulate!

# TEMPLE UNIVERSITY

—one man's  
“dream come true.”

The year 1834 brings back more than its share of pleasant memories . . . memories of mustaches and derby hats . . . of bustles and bicycles built for two. Family singing was at the height of its popularity and barber shop quartets were harmonizing “Jeanie With The Light Brown Hair” on street corners everywhere.

Industrial America was an infant just beginning to flex its muscles and realize its great strength. 1834 was a period of growth and expansion and in the accompanying confusion, the educational needs of our Country too often were overlooked — but not by a young clergyman named Russell H. Conwell.

At this time Dr. Conwell was pastor of a church in Philadelphia. One evening after delivering his sermon, Dr. Conwell noticed a young man lingering in the rear of the church. When he approached the youth, Dr. Conwell found he had aspirations of becoming a minister and needed help in securing an education. The youth quickly agreed when Dr. Conwell volunteered to teach him at night without charge.

In fact, he brought six of his friends to the first meeting. Naturally they were welcomed and four years later the group had grown to 590 students. A college charter was obtained and Russell H. Conwell became the first president. Thus, one man's “dream came true”—that of making an education possible to all deserving young men and women. Today with more than 25,000 students crowding its classrooms to capacity, Temple University still adheres to this Conwell principle.

TEMPLE UNIVERSITY • PHILADELPHIA

## HERE'S HOW TO WRITE THAT APPLICATION LETTER

MARY ROUSE, *Publicity Director*  
*The College of Saint Teresa, Winona, Minnesota*

**A** LETTER of application probably will not land a job for you, but a good letter may lead to a personal interview. Without the interview you will not have a chance to sell your abilities to your prospective employer, so it will pay to spend some time in organizing a really effective application letter.

This advice was given to seniors at the College of Saint Teresa early this spring as the first step in their preparation for job hunting, a chore which cannot be approached with a carefree attitude by college seniors.

Six steps in effective letter writing were emphasized to Teresian seniors. First the applicant must realize his letter is important, since in many cases it is the only means of obtaining an interview. This is more often true for seniors in colleges outside of large centers of employment and for seniors in school at some distance from the area in which they hope to find work. Students in large cities may find their placement director can arrange personal interviews. But this will not be true in many colleges.

Applicants for teaching positions must generally make their first contact through a letter. If it has some original touch and has emphasized some worthwhile qualification, it may make the superintendent say, "Let's interview that girl who has worked all four of the years she's been in college." Or "I believe I'll telephone that applicant who studied a year in Mexico City—see whether she sounds as capable as her letter."

### **Gives Employer First Impression of Applicant**

Another reason the application letter is important is that it gives the prospective employer his first impression of the applicant. The very physical appearance of the letter suggests the writer's habits. A neat, carefully

positioned letter indicates the writer is neat and orderly. If ideas are organized so the letter has order and the most important qualifications stand out, the employer will feel the applicant will be able to organize the details of his job.

A good letter can also pave the way for a successful interview. Having made a good impression by letter will give the applicant self-confidence. The prospective employer will be in a favorable frame of mind as the interview opens. And the employer will already know some of the applicant's qualifications and so will find it easier to question him.

Once the job hunter realizes the role his letter should play, the next step is to analyze all of his good points preparatory to making out a "sales talk" for his abilities. Seniors at the College of Saint Teresa are told to search two phases of their background in making this self-analysis—their college courses and extra-curricula activities, and any part-time or summer jobs they have held.

Students are likely to overlook unusual college projects in which they have participated and jobs which they have held for short periods. A few class activities pointed out to them as having carry-over value to many positions encouraged Teresans to analyze their college preparation carefully. For example, foreign language students lunched during the year at conversation tables directed by students or faculty members who were natives of the country in which each language is spoken. This should mean a superior mastery of pronunciation valuable in teaching, in interpreting, and many other types of work using language ability.

An outstanding grade average is worth mentioning. If referring to academic standing, the applicant should know his grade-point

average so that he can tell, with one figure, where he stands scholastically. It is a good idea to explain what the grade average means, since various means of evaluating grades are used.

Teresan seniors are told never to say, "I have had no experience" or "Although I am inexperienced," since this is a negative approach. In making his self-analysis, the applicant should list all jobs he has ever held. Then in writing letters, he can mention those which have any carry-over value to the position for which he is applying.

To emphasize the value of mentioning positions held even for a short time if they can be shown to have carry-over value, copies of two letters were given to Teresan seniors. Both were letters written by a student applying for a teaching position. The first one followed a polite routine. Its sentence structure was varied enough to be interesting. Its grammar was correct. But it gave no picture of the writer as an individual.

The body of the letter follows:

Dear Mr. \_\_\_\_\_:

I have been informed by the Placement Office of the College of Saint Teresa that you have a position open for a teacher of history and social science and should like to be considered an applicant.

In June I expect to receive a Bachelor of Arts degree from the College of Saint Teresa with majors in history and social studies. While in college I have been active in the International Relations Club and the college drama organization and have served on the staff of the college yearbook during my senior year.

The Teresan Placement Office is sending you copies of my credentials. I shall appreciate very much hearing whether I may have an appointment for a personal interview.

Very sincerely yours,

This letter drew few answers and no interview appointments. So the student checked through her background again and revised her letter. She had worked one summer in the office of a small factory in New York City. Every week that summer she had made trips to points of historic interest in the East. Another summer she had served as counselor in a camp for girls in her own state.

The revised letter ran something like this:

Dear Mr. \_\_\_\_\_:

The placement director of the College of Saint Teresa has informed me that you have an opening for a teacher of American history and social science in the \_\_\_\_\_ High School. I am very much interested in this position, as I have majors in both history and social science.



### A GATEWAY TO LIFETIME SECURITY



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THE PARKWAY AT FAIRMOUNT AVENUE  
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with 18 hours of credit in American history.

You will notice in looking over the list of my grades being sent to you by the College Placement Office that my scholastic record is good, as I have a 2.57 grade-point average in history courses and a 2.45 average in social science. (2 is a straight B average and 3 an A average at the College of Saint Teresa, from which I expect to receive a B.A. degree in June.) Experience which I have had, in addition to the directed teaching required to qualify for a certificate, includes eight weeks as counselor at a camp for girls of high school age at Silver Lake, Wisconsin, and three months of general office work at \_\_\_\_\_ Factory in New York City.

The camp position taught me some valuable lessons in how to avoid discipline problems in dealing with teen agers, the chief one being that interested and busy students are usually cooperative and happy.

In the office position I learned to meet people of all types and to organize varied office details in a time-saving routine. This experience should have carry-over value in organizing class preparation and records efficiently and accurately and in getting to know parents of students and other townspeople.

During my summer in the East I made week-end trips to many places of historic interest in Pennsylvania, Massachusetts, New York, the District of Columbia, and Maryland. I am confident these visits to scenes of events in the early history of our country will help me make American history a live subject. On these trips I collected pictures and souvenirs from historic sites which should interest high school students.

I shall appreciate very much a chance to talk with you about the position and shall be glad to come for an interview at your convenience.

Very sincerely yours,

The fact that this letter or one like it led to several job offers was pointed out to Teresan seniors. The letter brought an interested answer because it tells the employer a great deal about the applicant. She has top grades and a good background in subjects she is to teach. Grade averages give him this information quickly. She has held substantial summer jobs and has shown they will have carry-over value. The writer appears to be mature and responsible and to have initiative.

#### Analyze Needs of Job for which Applying

The third step in preparing the application letter involves analyzing the needs of the job for which the writer is applying. Then the applicant can "sell" the prospective employer the idea his firm will profit by hiring the writer. Information about the company or employer is valuable to the applicant in figuring out how he can fit into the job in question. Too, the employer is pleased by the applicant's knowledge of his company.

The fourth step is the actual writing of the letter. Ideas should be organized compactly and carefully. Students at the College of Saint Teresa are encouraged to enclose an attractively arranged data sheet. Then the letter need not be burdened with details but can highlight the most pertinent points in the student's background.

Two extremes to be avoided in the general tone of the letter are willingness to take anything and too little interest. The applicant should make clear early in his letter the kind of job he wants. He should never merely outline his qualifications and leave it to the employer to figure out what he can do best.

Details of the letter should be organized so

it will be easy to read. Then the employer will have the impression that the applicant can organize his work. General assertions and claims should be omitted. "I earned a place on the honor roll the last three semesters" is better than "I was an excellent student."

Specific details of work experience should be included so the employer will know what skills the applicant has developed.

The letter of application should appeal to the self-interest of the employer, but it must be kept sincere. The applicant should not step out of character in his letter to be original, since he will have to live up to the letter in the interview. But a good letter gives some idea of the writer's personality.

The closing of the letter should be sincere and specific, mentioning something definite for the employer to do or to expect.

Teresans have found that reading their letters aloud helps in ironing out word repetition and poor phrasing and working out compact wording. Reading aloud also helps to achieve a natural tone, which is much more effective than stilted phrasing.

After the first rough draft has been reworked, the applicant is ready for the fifth step—making the final copy.

Students who have majored in business administration have no trouble typing attractive letters. But other students profit by keeping the following suggestions concerning the appearance of the application letter in mind.

1. The letter should *look* easy to read. Long paragraphs are discouraging. Hold a paragraph to five or six lines.
2. Keep the letter to one page. Let the data sheet carry the details.
3. Use a fair grade of business stationery. Type the letter or have it typed.
4. Correct spelling is very important. Do

not guess at the spelling of a word. Look it up.

5. The typewritten area should be centered on the page, with the bottom margin at least a little wider than side margins.
6. Certain sections can be indented to make them stand out, but be sure the indented material is related, that there is a logical reason for grouping it together.
7. Be sure to spell the name of the prospective employer correctly and get the name and address of his firm and his title, if he has one, right.
8. If writing to ask whether there is a vacancy, enclose a stamped, self-addressed envelope for the reply.
9. Be sure to keep a carbon copy of each letter sent. You will need to refer to it in writing later letters.

The final step for Teresans in instructions concerning application letters deals with follow-up letters. Students are urged to write promptly to thank a prospective employer for time given to an interview. In many cases this will single the applicant out for special attention, particularly if he happens to be the only job seeker thoughtful enough to write a letter of appreciation.

In this letter the applicant can also review his best points briefly. Since prospects are merely narrowed by interviews and final selection is often not made immediately, it is important for the job seeker to keep qualifications before the employer. Any mutual acquaintance uncovered in an interview who might help the applicant by giving favorable information concerning his background might also be asked to write to the employer.

Seniors at the College of Saint Teresa have found it takes time to evaluate their background carefully and organize an original and readable letter of application but many of them have found that it is time well spent.



## PERSONAL ADJUSTMENT TO BUSINESS

JOHN E. STEELE, *Commerce Placement Director*  
*The Ohio State University, Columbus, Ohio*

*Formerly Associate Director, Bureau of Personnel Relations and Placement, Indiana University.*

*Mr. Steele's business experience includes four years with the Carnegie-Illinois Steel Corporation and three years with the United States News Publishing Corporation and the Bureau of National Affairs, Inc.*

*In addition, he spent one year with the Indiana State Personnel Division and two years with the National War Labor Board.*

*For five years Mr. Steele was also active in college placement work at Indiana University, from which he received his B.S. and M.B.A. degrees.*

**M**ORE and more schools have come to the conclusion that college graduates need specific information and guidance in finding the right job with the right employer. The number of recently published articles and the number of schools establishing placement offices indicate the popularity of this trend to provide specialized assistance to graduating students in their efforts to obtain proper employment.

At Indiana University those in the placement office not only concur with the trend but also believe that college graduates need additional assistance in adjusting from life on a university campus to the life of the business world. The following practices at Indiana University may be of interest to other colleges and universities.

### Program at Indiana University

To assist graduates in making the transition from college to business life, various activities and services at Indiana University have been designed to assist the placement process. The following descriptions summarize the most pertinent parts of the total program.

1. Counseling Service—beginning in their Freshman year, students can utilize the services of the Counseling Office which provides

personal, vocational, and educational counseling and guidance, and also provides general information pertaining to student problems. This service specifically assists students in finding their preferred vocations as early as possible.

2. Careers Conferences—these are usually one-day meetings which are open to all students throughout the University, and are held once a year. Speakers from various fields of business come to the campus to discuss their fields of business and answer pertinent inquiries from students. This type of meeting is very popular and is used by a large number of schools.

3. Interest Clubs—these are composed of students having similar career interests. Speakers are invited to talk on topics of pertinent interest to the members of a particular club. These clubs enable students to get acquainted with classmates who have similar ambitions and also with leaders in the fields of their interest. Regular meetings are held once or twice a month throughout the school year.

4. Personal Adjustment to Business (P.A. B.) Course—this is a one-hour credit course which is required of all seniors who desire to utilize the services of the Placement Bureau. (Described in detail below.)

5. Job Clinics—through the interest clubs mentioned above, specialized assistance on employment matters is obtained by the members of each club through a forum meeting which we call a Job Clinic\*. Although this idea is

\*The principle of mutual aid through a forum meeting to assist members of the group in obtaining the best possible employment, is being used by various groups including the DePaul University and the Advertising Club of New York's "Job Finding Forums." This principle was expanded by Sidney E. Lund's work in 1933, and reports of his "Man Marketing Clinics" have been published in the *Reader's Digest* and *Occupations: the Vocational Guidance Magazine*.

being tried for the first time this year, under the leadership of the Placement Bureau, it seems that many benefits can be derived from such a clinical approach to job hunting by working with groups having a homogeneous interest.

6. Internships—arrangements have been made with various types of business firms for juniors, seniors, and graduate students to work for specified periods of time in such business organizations and then return to school. Although this idea applies only to a limited number of fields at the present time, efforts are being made to expand the internship program so as to include as many types of positions as possible.

7. Special Vocational Meetings for Seniors—throughout the first semester of the 1949-50 school year special meetings were held each Tuesday to supplement the regular Monday

meetings of the P.A.B. class. Faculty members from the various departments of the School of Business discussed job opportunities in their respective fields, pointing out the types of positions open to college graduates, the typical starting duties and responsibilities, promotional opportunities, advantages and disadvantages within the fields, and the remuneration which could be expected immediately after graduation and over a ten-to-twenty year period.

Students who utilize the above services have little difficulty in obtaining proper employment after graduation. Because the natural tendency is to postpone any effort to think about getting a job until the last month in school, the placement office believes in stimulating students to begin active planning of their placement campaigns at an early date by requiring them to take the P.A.B. course at the beginning of the last year on the campus.

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### Personal Adjustment to Business (P.A.B.) Course

#### HISTORY:

Since September of 1938 the School of Business of Indiana University has been offering this special one-hour course, the title of which indicates its objective of trying to help graduates bridge the gap between college and business life.

Every senior in the School of Business is required to take this course in order to obtain a degree, unless specific exemption is granted. Since 1946, when the Placement Bureau was given the responsibility for business placement of graduates from all schools throughout the University, students from other schools must elect to take this course if they wish to utilize the services of the Placement Bureau.

Although the contents of the course are changed somewhat from year to year, the following outline describes the course as offered in the school year 1949-50.

#### OBJECTIVE:

The primary purpose of this course is to assist students who will soon graduate in selecting, obtaining, and keeping a business position commensurate with their interests and training.

#### CONTENT:

The course is under the direction of the Bureau of Personnel Relations and Placement, but several faculty members and selected business leaders contribute their knowledge by taking over specific sessions of the class.

A. The first part of the course is designed to obtain the necessary data on each graduate to begin the current year's placement operations, and to stimulate the students to begin thinking about their job campaigns. Included in this part of the course is a discussion of the facilities and services of the Placement Bureau, the registration of all students who expect to be graduated during the coming

school year, and the administration of employment tests. (For more information as to the tests used in the placement operations, readers are referred to the author's article entitled "Tests Used in Recruiting and Selecting College Graduates" which was published in *Personnel*, November, 1949.)

B. The second part of the course concentrates on the recommended procedures for planning a job campaign, and includes lectures by the Director and Associate Director of the Placement Bureau, selected films in order to warn of the mistakes made in interviewing, and speeches by business executives who are considered authorities in the selection and hiring of college graduates.

For this part of the course the following techniques are stressed to facilitate planning and getting results from the job campaign.

1. Analysis of the "product." In addition to the usual information on selecting the proper occupation, the need for determining the specific job is emphasized, type of industry or business, or field of business in which each graduate is most interested. The Counseling Service, the Testing Bureau, Careers Conferences, and the interest clubs provide the most useful assistance in this area.

The second part of this technique deals with the need for taking a complete and honest inventory to determine one's qualifications. As part of the requirements for this course, students compile a portfolio which presents their vocational objectives and interests, a digest of their qualifications, a complete listing of every university course taken, and also a typical letter of application. These portfolios are graded and returned to the students to assist them in their job campaigns. A definite improvement was observed in the interviews with employers conducted after the portfolios were returned, and a significant response was obtained from recent graduates who have written in to express their appreci-

ation for enabling them to get acquainted with the "product" they are trying to sell.

2. Ascertaining *where* to market the "product." There is probably more information about this phase of job hunting than any other part of the job campaign. The usual practice of suggesting that graduates obtain names and addresses of prospective employers from such standard sources of job information as the Placement Bureau records, Moody's, telephone directories (classified sections), employment offices and associations of various kinds is followed. Almost any book in this field will describe other standard sources which should be utilized by the job seeker.

3. *How to look for a job.* One of the best references for this phase of the placement process is Boynton's *Six Ways to Get a Job*. Graduates are encouraged to utilize each of the methods discussed by Boynton in seeking employment. Graduates are advised to: (1) Analyze the requirements for the prospective employer's position, and (2) Compile evidence to show how these requirements may be met. As a result of such preparation, maximum benefits should be obtained from the following six ways of establishing contact with prospective employers:

- a. Through the school placement office.
- b. Through friends and relatives.
- c. Through advertisements — employers' "Help Wanted" ads and "Situation Wanted" ads.
- d. Through application letters.
- e. Through cold canvas—personal solicitation without prior arrangements.
- f. Through public and commercial employment agencies.

4. *How to market the "product."* Since the ultimate objective of all the steps discussed above is to obtain an offer of employment, this phase of the process is always most interesting to students. In persuading employers to

make an offer, we graduates are advised to remember three steps:

a. Plan for each interview. It is always important to learn as much as possible about the company, its plant or store locations, its products, etc. before talking to any representative of the firm. One of the most exasperating experiences related by interviewers is that of having persons apply for a job without obtaining any knowledge of the firm, having no idea regarding their job qualifications, and indicating no evidence that they are particularly interested in being employed by that individual firm.

b. Know your qualifications and interests. The possibilities for obtaining the right job with the right employer are greatly enhanced if the applicant knows what he is seeking and knows what he has to offer the prospective employer. For this step, it is suggested that all use the type of information prepared for the portfolio described above. Graduates are

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Lancaster, Pennsylvania

urged to use the portfolio technique to clarify their own thinking and facilitate their interviewing, but they are discouraged from mailing their portfolios to prospective employers with the initial letter of application.

c. "Follow through" on all prospects. Because employers will usually find several likely candidates for each available position, it becomes difficult at times to screen out a sufficient number of applicants to give proper consideration to those who are most interested and are most likely to succeed. Failure to follow up the interview with a letter to inform the employer that the candidate is specifically interested in the company and in the position has cost many a candidate a very desirable job opportunity. Graduates are advised to "follow up" on only those job possibilities in which they are definitely interested and on which the employer has expressed an interest in them.

In addition to the P.A.B. course itself, it has been found that the job clinics with the individual interest clubs have been very instrumental in emphasizing to graduates the need for formulating a plan of action in order to apply and obtain the best results from the four techniques described above.

C. The third part of the course is concerned with alumni matters, particularly the various alumni organizations and the placement services available to former graduates.

### Conclusions

Since many placement officials have questioned the author regarding the value of establishing a formal course for the above purposes, the following points from experience may assist other schools in determining whether or not they should establish a similar course for their graduating students.

1. The course gives a formula for a job campaign. It helps students to understand the steps necessary to obtain the *right* jobs with the *right* employers.

2. The course allows more time for personal counseling on placement matters than might otherwise be available. Since general data and job hunting principles are given to the entire graduating class at one time, the members of the placement staff have more time to give specific advice to those who need it.

3. The course results in improved letters of application and interview techniques. Since the graduates are told what data the employers expect, more complete data are provided for prospective employers both in letters and in interviews. Incidentally, confidence is generated and this enables students to obtain maximum results from their job campaigns.

4. The course enables the placement office to obtain complete records for all graduates. Such records facilitate the process of working with graduates, faculty and administrative officials, alumni and employers.

5. The course facilitates alumni placement activities. Since all who use the services of the Placement Bureau have obtained an understanding of its policies, procedures, and operations while taking the P.A.B. course, it is relatively simple to register alumni, send them "leads," and "follow through" to their ultimate placement.

6. The course improves the organization of placement operations. It is obvious that the placement operations are more efficient when the vast majority of graduating students know the types of jobs they want, the employer or industry they prefer, and how and where to conduct their job campaigns. Similarly, the employer finds that it becomes easier for him to select qualified employees from a selected list of applicants.

### DISADVANTAGES:

1. To be effective from a placement viewpoint, such a course must be required of all graduating students. If it is required, a certain resentment toward the course can be expected to develop.

2. The content can never be selected so as to please all parties concerned. Students, faculty members, company representatives, and other persons will insist that their particular ideas should be included in the course.

3. The size of the class tends to be large. For this reason, students may think that there is no opportunity for personal attention, and that the University is utilizing mass-production techniques.

4. The attitude of students toward the subject matter of such a course is often discouraging. Students often believe that they know all

about getting a job (until the first interview).

5. Problem cases develop—certain students may be exempted from the course for varying reasons such as, "Because I am going to work for my uncle," and such graduates often expect to receive the same benefits from the placement service as those who take the course. As one new alumnus wrote, "I spent all day today looking for a job (the day after Commencement) but could not find one; therefore I would like to register with the Placement Bureau and have you find me a job."



#### "OPERATION FREE ENTERPRISE"

*At Vancouver, Washington, the operating heads of Aluminum Company of America's aluminum producing plant inaugurated what might be termed "Operation Free Enterprise" by employing for the summer 10 students from the Vancouver High School and giving them not only jobs but also a course in business economics which took from two to three hours of their time each week. Incidentally, this course is the same as that provided all new workers at the plant. It covers basic economics. Labor relations are explained by a former union officer. Operating, financial and technical facts are taught by trained company personnel. To qualify for this opportunity, each student must be among the top third of his class, must be 18 years old, and physically fit, and must indicate that he plans to complete his education in one of the following subjects: engineering, business administration, industrial arts, accounting or chemistry.*

*These lads may have jobs for as much as three additional summers. Each year it is planned to admit 10 new students to this work-education program. Henry DeYoung, principal of the Vancouver High School, in a comment after the first batch of students had returned to school in the fall, said: "These boys now know that every consideration within reason is given to teach an employee to do his job correctly and to provide working conditions that will keep him working. If this program continues, the Aluminum Company of America will have played a real part in furthering the American system."*

*Charles C. Carr in The Public Relations Journal 5/50.*

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## THE COLLEGE GRADUATE AND BUSINESS RESPONSIBILITY\*

GEORGE D. LOBINGIER, Manager, Student Recruitment  
Westinghouse Electric Corporation, East Pittsburgh, Pennsylvania

*Mr. Lobingier needs no introduction to the readers of SCHOOL AND COLLEGE PLACEMENT but by way of review, we present the following:*

*Before coming to Westinghouse, Mr. Lobingier was engaged in teaching and administrative work at The Pennsylvania State College, where he managed college and industry relations for a segment of the engineering extension services. Earlier, he gained experience in finance and selling, banking and investments.*

*Mr. Lobingier received his A.B. degree from Lafayette College and his A.M. degree from Pennsylvania State College.*

**E**VEN though companies like my own highly prize variety of viewpoints, and for this reason recruit from all sections of the country, there are underlying requisites for each man recruited, indispensable in their validity. These requisites are so necessary and so important in each employment situation that if a choice had to be made between covering the country in recruiting to achieve this wide representation and finding men with the desired background requirements, variety of representation would go out the window. It is no secret that industrial recruiting shifts with changing qualities of graduates. The quality of the product you turn out is the important factor and the reference point for a decision to recruit from any one section and any one school.

It is appropriate, then, to examine quite carefully the responsibilities of the colleges and their graduates in preparation for careers in industry and business. On the other hand, my side of the partnership cannot get off scot-free without establishing ground rules for the selection and use of college trained men.

Many lists of specifications of what industry looks for in employing the college graduate have been drawn—and overdrawn. Over-simplifications have been followed by preposterous exaggerations listing every attribute in the whole range of human aspirations. Needless to say, both are unrealistic. One of

the simplest means of encompassing the qualities and attributes sought by industry among college graduates is to consider the four categories of industry's requirements for key people, compiled by Lounsbury Fish of the Standard Oil Company of California and quoted by Robert F. Moore in his splendid guide for students, *Blueprint Your Career*.

1. A man's caliber and quality of mind—that is, his intelligence, soundness, balance, analytical ability, judgment, breadth of vision and comprehension, his intellectual honesty and courage.

Assuming the registrar or admissions officer has done his job within the policy of his particular institution, and has secured properly qualified college material, there is no other alternative to the educational responsibility of the school to develop or provide the means for development of a man to the fullest extent of his caliber and ability.

2. A man's effectiveness in dealing with others—that is, his ability to influence, persuade, "sell," and to secure cooperation, confidence and respect of other people. Rather than being one quality, this requirement is a set of qualities covering a man's interest in and understanding of people, his consideration of the other fellow's point of view, his personality, sociability, and perspective, his effectiveness, verbally or in writing in presenting his own point of view.

\*Given before the Southwestern Council on Education for Business Responsibility, Houston, Texas, April 27, 1950.



I do not believe the colleges are doing as much as can be done in developing men with this set of qualities. In my own company we have about come to the conclusion that, except for the graduates of a few colleges whose philosophies are to lay equal emphasis on a student's technical abilities and his total personality development, we have to assume the job of developing this side of a newly graduated employee.

Here is an area to which colleges can devote considerable effort. Let us remember that in industry men rarely fail because of deficiencies in technical or professional background, but rather the cause of failure in almost all of the cases can be laid to personality deficiencies and the inability to get along with fellow workers.

I cannot pass this second point without firing a shot at the necessity of the young graduate to have more than average ability to express himself verbally and in writing. Only last week I was forced to pass up a young engineer whose qualifications were excellent in all respects except one—his use of his native language, English. Both his speech and his expression in writing were atrocious. Do not misunderstand me. My objections and unwillingness to hire this boy were not based exclusively on aesthetic reasons (his deficiency in English would be sufficient to disqualify him as an educated man), but on realistic grounds that he could easily embarrass the company in our internal as well as external relations. Let it be sufficient to say that the college graduate, technical or non-technical, must have an excellent command of the English language, and the student who sloughs off English is riding for a fall.

3. The third category of industry's requirements is a man's professional competence—that is, his knowledge within a pertinent field.

This seems axiomatic and sufficiently clear to pass as a good statement needing no explanation.

Unfortunately, however, there are misinterpretations, misconceptions, and misapplications of the connotation of "competent knowledge," so that the waters are muddied.

In engineering—and I believe it is equally applicable to other fields—our credo for "competent knowledge" is that of fundamentals, and our dogged answer to all queries of what the graduate should have as a result of an engineering education is that his chief equipment should be a good knowledge of the general tools of engineering plus some special information in a branch of engineering; such added information should not disguise the solid substance of math, engineering method, analysis and the physical sciences. The danger in forgetting fundamentals lies in the

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subdivisions upon subdivisions within engineering and the attendant misconception of specialization which a student obtains. Here is an example:

One of the units of my company engineers and manufactures gas turbine engines for aircraft propulsion; the division is a large user of engineering graduates fresh out of our training program. Each year I receive letters from heads of aeronautical engineering departments and their seniors asking me to employ B.S. and M.S. degree graduates who have specialized in aircraft power plants and particularly gas turbines. My answer is "Yes," but only if the men will consider themselves *mechanical engineers and not gas turbine engineers*—a non-existent species among the inexperienced. The point is that our gas turbine division takes mechanical engineers and after preliminary training gives them specialized application in gas turbines.

Another example: Recently I had a long and interesting discussion with a graduate school professor in a large eastern school in which he lamented the dim employment prospects for his fluid mechanics graduate students. The point of his argument was that there were too few places in industry where fluid mechanics graduate students could be used all the time to the fullest extent of their training. In reality, industry has few places for such narrowly confined specialists; but there are many places open for graduate mechanical engineers who have as part of their stock-in-trade a special knowledge of fluid mechanics.

Industry wants broadly trained men without an intense specialization. The evidence in support of this contention mounts each day; and the student who has listened to the siren song of narrow specialization for his first job in industry will be disagreeably surprised when his wares are not snapped up. By seeking to specialize he has not prepared himself for the responsibilities industry has to offer. Responsibility implies a broad range of inter-

ests, aptitudes, and abilities—the opposite of the compartmentalization of the specialist. Industry has found the many-sided man to be the type best able to overcome barriers between fields and to synthesize new concepts in all of business and industry.

4. The fourth and last category of qualifications industry seeks in a graduate is his supervisory or managerial proficiency—that is, his ability to achieve desired objectives through the efforts of others, his ability to organize, to plan, to meet commitments, to build a team and develop esprit de corps.

This quality is really a collection of qualities which encompass a good portion of a man's total ability and total personality. We who recruit graduates sense, more than by any other means, whether a candidate has this ability to meet challenges. In the probing we do during an interview we examine a man's attitudes, those mysterious sometimes rational, more often irrational, responses and reactions to ideas, happenings, environment, and family stimuli. Inevitably we come to the graduate's attitude toward that will-of-the-wisp *security*, with which our particular age seems so intensely fascinated. I believe you know our reaction. The student who is unduly concerned with plans for security beyond that of a job in which he can prove his worth, who is concerned, in other words, with pensions, seniority, and other trappings which appear to offer a guarantee to a living, is *not* the kind who qualifies under this fourth point, is not the kind of man whom we are looking for to assume the responsibilities we have to offer.

Perhaps it is the spirit of the age in which we live, but too often graduates seek this will-of-the-wisp security and forget that real security lies within each person. I urge you to continue to teach, to evoke, to engender, and to inculcate a sense of relative values which will show students the meaning of true secur-

ity—self-reliance and belief in one's own ability.

One other point I wish to make with respect to this fourth characteristic: the necessity of the graduate to have more than a casual knowledge of what industry is all about. I mean by this a knowledge of the functions, purposes and goals of industry; a knowledge of the basic conception of our industrial economy, of the industrial enterprise as the chief characteristic and symbol of our present society.

Our industrial society is a complicated mechanism full of stresses and strains, delicate balances and checks, and intricate devices for manipulating the dynamic equation of men, machines, materials, and money. It is not to be expected that the new graduate should know the techniques of managing such a behemoth; but I sincerely believe his fitness for assuming responsibility depends to a large extent on his grasp of the basic tenets of our industrial society and of the conception of organizing men for joint effort which is the major mark of our industrial economy.

How often have we had to orient the graduate interested in engineering research and development to the complicated co-ordination between economics, markets, and production; how often has the business administration graduate had to be shown the functional relationships among engineering, production and distribution; how often have we had to introduce the liberal arts graduate to industry itself, or take the science graduate out of his laboratory and show him the shop.

There is no mysterious art concealed within the walls of our industries; there is no magic formula secret only to a chosen few. All that needs to be known is available in the literature, the examples, the hundreds of histories of industrial enterprise. Men coming to business and industry should have more than a name acquaintance with our industrial society, if they expect to live in it, to earn their living

in it, to raise and support their families in it.

For another reason, too, is this knowledge important—a reason beyond the immediate purpose of preparing for job responsibility. Only through the knowledge and understanding of the industrial enterprise can we grasp the problems inherent in our industrial society, and tackle their solutions. This is true because the industrial enterprise is a symbol of our society; it has within it the same forces, the same stresses, the same conflicts, the same challenges as has the society of which it is a part. It is characteristic and underlying to our society. To meet successfully the challenges thrust upon our society, an understanding and knowledge of the industrial enterprise is paramount.

These four characteristics with which industry is concerned in college graduates—quality of mind, effectiveness in dealing with others, professional competence, latent supervisory ability—constitute a large order and might appear to be impossible of attainment in a young graduate; but I submit to you that they are the basic qualifications upon which industry pays off in any occupation, technical or otherwise. We, from industry, realize we must provide an environment and atmosphere for further development of the graduate in his first employment so that his latent potentialities can be brought to bloom; we know we cannot expect the completely developed man coming from college; only experience will season him sufficiently.

## Charles S. Leopold Engineer

●  
213 South Broad Street  
Philadelphia

Do your products have the attitudes, the human relations, the general education, and technical or professional background adequately developed so that they reflect proper responsibility toward their jobs after employment? The question cannot be answered accurately by either a blanket endorsement or denial. Each man has to be judged in personal qualities, personal equipment, personal development and personal motivation against these four characteristics and ingredients for useful and successful careers. Each man has them in different combinations, but all of them—quality of mind, effectiveness in dealing with others, professional competence, latent supervisory ability must be there.

All men cannot have them in equal degree. Some men fail in one or more respects. To guard against mass failure is the responsibility

of educational institutions. I urge therefore, that students be taught:

1. the fundamentals of their field without intense specialization, so that professional competence is broad-gauged;
2. the proper use of the means of expression through the English language;
3. a full and accurate knowledge of the industrial enterprise so that they will have a better understanding of the society in which they live;
4. the falseness of security based on schemes and plans which slide over self-reliance and individual effort;
5. above all, I urge you to devise ways and means to develop a man's personality.

A tough prescription? Not too tough, I say.



#### WANT TO MISS MAKING MISTAKES MOBILIZING MEN? REPORT TELLS HOW METROPOLITAN LIFE STUDY SEEKS TO AID MANAGEMENT IN MEETING MANPOWER PROBLEMS

*The mistakes in mobilizing industrial manpower for World War II production need not be repeated this time.*

*This is the theme of a report released today by the Policyholders Service Bureau of the Metropolitan Life Insurance Co.*

*"Manpower Planning for National Emergency" tells you how to appraise your present manpower situation and how to meet the crises that may develop if the Korean conflict continues long or spreads to other areas. The purpose of the report, said its authors, "is to assist management in directing attention toward the most likely problem areas in emergency manpower planning."*

*The manpower study is the result of conferences with the management of many key manufacturing and producing companies and with appropriate federal officials. The manpower mobilization programs of several big companies, such as Standard Oil Co. of New Jersey, ATF Inc., Merck & Co., and Willys-Overland Motors, are explained in detail.*

*Most of the problems to be faced if the Korean war expands had to be dealt with during World War II. But, as the report explains, the people in industry who met the problems last time may be elsewhere today, or may have forgotten much of what they knew about how to handle the shortage of trained men.*

*Among the questions the study considers are:*

*"Who should manage the company's manpower problems, and what should he do?"*

*"What sort of a personnel audit should be made?"*

*"Can work simplification help?"*

*"To what extent can women take over men's jobs?"*

*"Can part-time help and the partially disabled help out?"*

*"Where can you find more workers if you need them, and what about housing them?"*

*"Can the Government be of any help?"*

*An appendix to the report contains a checklist for management, so executives can find out what facets of the problem they may have overlooked in their efforts to make sure they have as many trained workers as they need to produce for war.*

*The Wall Street Journal 8/28/50.*

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# REAL ESTATE BUSINESS

## A SURVEY

WALTER L. KELLY, Placement Office  
City College of New York

*This survey was undertaken by the Placement Office of the City College School of Business to determine the attitude of realtors toward specialized education in their field, and also to get expert opinion from this business area that will serve as a guide to college men planning to enter the field of Real Estate.*

*Although the results are based on a survey made in New York City, many of the facts here presented will be of value to those throughout the country who are interested in the employment trends within the real estate business.*

*The mail survey technique was utilized to contact by random sampling approximately 60% of the Real Estate firms in the Metropolitan New York area. Returns were slightly in excess of 17% which is considered reliable for this type of survey.*

**T**HE Real Estate business in New York, based on the answers to the first question, is broken down into the following specializations:

### 1A.

PERCENT	10	20	30	40
Management				
Brokerage				
General				
Mortgages & Financing				
Appraisal & Consultant				
Investment				
Chain Store Specialists				
Cooperative Housing				
Ownership				
Hotels				

### 1B. Is your activity geographically localized?

Yes 68%

No 32%

### 1C. If YES, please specify section.

Manhattan 58%

Bronx 17.5%

Brooklyn 8.8%

Queens 8.7%

All Others 7%

### 2A. How many people do you employ?

9.4% HAVE 0-5 Employees

66.0% HAVE 1-10 Employees

13.2% HAVE 11-40 Employees

9.4% HAVE 41-100 Employees

2.0% HAVE Over 100 Employees

### 2B. What is the average age of your personnel?

Answers to this question indicated an age range from 20 to 65 with the average age 36 years.

### 3. What methods do you utilize in hiring personnel?

A. Classified Ads 20.0%

B. College Placement Bureaus 4.0%

C. Employment Agencies 26.7%

D. Personal Recommendations 40.0%

E. State Employment Service 4.4%

F. Other 4.4%

Some of the methods listed under "Other" were high school placement, unions and display ads.

### 4. What educational background do you deem necessary for your personnel?

A. High School Education 37.3%

B. Business School Training 31.3%

C. College Training 21.6%

D. College Degree 9.8%

It is important for the college graduate to keep in mind that the employer in answering this question did so from the overall viewpoint of his staff. Obviously only a small percentage of positions would require a college

degree. The need for college graduates in the profession is another viewpoint and is answered very favorably in the next question.

5. Do you believe there is a need for college graduates who specialized in Real Estate in your field?

Yes 67%

No 33%

6. To what trade publications do you subscribe?

The publications listed below are in order of frequency of listing by the respondents to the questionnaire. Many others were mentioned but the list is much too long to reproduce here.

Real Estate Forum

Real Estate Record & Guide

Real Estate News

Architects Forum

Real Estate Board Publications

Skyscraper Management

Real Estate Investments

Real Estate Directory

Appraisal Journal

7. Does your firm have a training program for new employees?

Yes 26%

No 74%

8. Do you hire college students specializing in Real Estate on a part-time basis?

Yes 14.5%

No 85.5%

9. If NO, to question 8, would you consider

hiring college students specializing in Real Estate on a part-time basis?

Yes 54%

No 40%

Undecided 6%

10. Would you require typing knowledge of anyone whom you might employ as a part-time employee?

Yes 74.3%

No 25.7%

In summarizing the results of this survey it seems that Real Estate Management in Manhattan would offer the most opportunities for real estate careers. Small firms are in a large majority and probably would be the best points of contact for job seekers. The prospective job seeker might look twice at the answers under question three and realize there are many ways of securing employment, and that sixty times out of a hundred he need not "know someone."

The two thirds majority who find there is a need for college graduates is heartening news for those about to graduate. Just as heartening is the majority opinion in favor of hiring undergraduates, thus lending promise to this group of opportunities for valuable practical experience before graduation. The last question, but not the least important, concerns what is fast becoming an absolute must in all business positions, typing ability. Obviously, it is possible to get a job without it, but opportunities with this added skill are immeasurably greater.



*Convinced that its workers will do a better job if they have a real interest in the end-product they're helping to produce, Lockheed Aircraft Corporation, Burbank, Calif., is treating its 15,000 employees—at the rate of 25¢ a day—to 150-mile flights in Constellation planes.*

*Business Week 12/10/49.*



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DONALD YOUNG, *Teacher, Elkhorn High School*  
*Elkhorn, Wisconsin*

FOR the college graduate of liberal arts programs the entry job into business is often via sales work. It is the proving ground for many potential company executives, for selling is the very heart of business and industrial activity. Since selling techniques vary according to the type of item or service handled, some sampling of these types sets the stage for discussion with the student who is exploring possibilities in the sales field.

Is the student interested in a quick or slow turnover item? Does he have any preference as to the type of clientele to whom he will sell? Is his forte the aggressive approach, or will he perform more efficiently in a contact type of sales job? Is it across the counter or on the road sales which appeals to him? How does he feel about irregular hours of work or work which may keep him away from home for days at a time?

An important source of information concerning significant current employer demands is the Help Wanted section of the newspapers. A survey of the advertisements in the business-financial section of the *Sunday New York Times* from July 21 to December 31, 1949, was made therefore to obtain a sampling of employer needs for sales personnel. While the advertisements in this section are primarily for experienced personnel accustomed to earnings in the high income brackets, they were used for additional information as to desirable background qualifications: experience, desirable age, education, personality characteristics, and special knowledge. The total advertisements for general sales personnel numbered 297.

Sales personnel with department store and specialty shop contact seemed to be in most demand during the period surveyed. More

than half of the advertisements studied were for men to market practically all items of men's, women's, and children's clothing, gifts and jewelry, toiletries, leather goods, and household furnishings. When one considers the wide range of tangibles handled by the retailers, it is apparent that contacts with this trade enable the sales representative to carry an extensive line of non-competing items. Other lines were primarily those which required contacts with textile manufacturers, the food and beverage trade, construction, and offices.

While the length of experience requested varied from "some" to five or more years, the applicant's present sales volume appeared to be one of the chief determining factors for consideration. Some advertisers stated specifically an actual annual sales volume; others used general terms, such as, "an outstanding sales record" or "successful selling" or "sales promotion minded."

Desired personal characteristics were included in more than half the advertisements. Typical expressions were "top notch," "ability," "aggressive," "energetic," "ambitious," "capable," "appearance," "hard worker," "dependable," and "above average intelligence." The preferred age range was from 30 to 40 years, with the upper limit at 50, and the lower at 25. One advertisement read: "young enough to be alert and on their toes and old enough to have sufficient experience and mature judgment."

While the advertisements selected for study were for men without special education, some special knowledge was requested in about a third of the instances; such as knowledge of buyers, product, production, trade, and policy making. Only seven indicated that college

trained or well-rounded educated personnel were preferred.

This sketch admittedly presents a limited sampling of employers' needs for sales personnel. It does point up the diversity of lines of goods and services and what the advertiser considers of importance when making personnel selection. Here obviously tested sales

success with well developed trade contacts is the major criterion.

The occupational counselor could well use a manual which would include a good overall picture of types of salesmen, kinds of sales activity involved, desirable personal qualifications, and other factors of importance to the student considering sales as a career.



## THE IMPACT OF THE KOREAN WAR ON PLACEMENT ACTIVITIES

THE dislocating effects of the Korean situation upon recent placements and college placement activities in the coastal regions led us to inquire as to the extent to which the present conflict may already have affected the procedures and activities of college placement offices in the less exposed areas.

Since the crisis developed during the off season of the college year, it was not possible to secure a complete cross section of opinion by the press date for this issue. However, there were many interesting replies to the questions presented. Some of them are quoted below.

*1. Have you had to go back into your alumni files of those previously placed to fill jobs made available by the draft and voluntary enlistment?*

Yes. "We have experienced noticeable increase in the number of job orders we have received since the start of this current war. The larger companies especially seem to be recruiting on a much more expanded scale. Of note are the aircraft industries."

No. "We have not gone back into our alumni files at the present time although we have notified some people of possible engineering positions, and some companies have asked for complete lists of graduates of the past year. We know many of these people are happily employed in permanent posi-

tions but they undoubtedly will be contacted by some organizations concerning work."

No. "However, we have had a number of opportunities presented to us during the past three months for our graduates. We have now taken care of practically all of our graduates of December 1949, March, June and August 1950. We continue to recommend these individuals for those positions. It was also rather difficult to determine whether the opportunities were made available in industry because of draft and voluntary enlistment or because of expansion of industry due to the Korean situation."

Yes. "This is due to some extent by the draft, but particularly so because many of our summer graduates are members of the Active or Inactive Reserve."

*2. Of the boys placed in June, have you had to do any replacement because of the draft and voluntary enlistment?*

No. "We do not have any knowledge of any of the people whom we placed in June being drafted as our first draft call in Colorado did not come until September 27. Speaking as chairman of the Selective Service in this county, I can say that there will be more problems along this line as the year progresses."

Yes. "This again is primarily due to many of the June graduates being members of the Reserves; and in some cases they have been drafted. I do not believe, however, that many of our graduates have enlisted voluntarily."

Yes. "Of our June class, better than half were placed at the time of graduation. We do still have some of the June class not yet placed, my estimate being approximately 5%. A number of the June boys have been called to the Reserves or have voluntarily enlisted in the armed forces."

3. *Do you expect to have graduates available during the coming year to meet the needs of the industries which you serve?*

No. "Our list of available men has been stripped to practically nothing at the present time. Also we now have many requests, particularly for engineering and science graduates which we are unable to fill.

"During the past fiscal year we here at Purdue had employment contacts with over 700 industries throughout the United States, half of this number visit the campus for interviews which resulted in over 7000 scheduled interviews through this office. Although Purdue gave degrees to almost 2500 people in engineering during the past fiscal year, we have been very pleased with our placement results. Out of a record number of June graduates more boys had jobs (signed on the dotted line) than in June of 1949."

Yes. "Since it appears that we will again have approximately 2000 graduates at the University of Denver in our December, March, June and August classes, I am predicting that we will have enough graduates to serve the needs of industry. About six hundred of these graduates will be in the fields of engineering, accounting and salesmanship."

Yes. "We most certainly will have gradu-

ates available during the coming year to meet the needs of our customers. In fact, we expect rather large classes this year. We are on a quarter basis and thus have a graduating class every three months, in June, August, December and March. Thus, we are able to have a continuous supply available in addition to those alumni who are also seeking employment."

Undetermined. "It is hard to tell whether we will have sufficient graduates in the coming year to meet the needs of the industries we serve. Most of our graduates are now satisfactorily employed, but as the year goes on and more people are inducted into the armed forces, the situation will become critical."

Yes. "There has been a noticeable change in demand for graduates, but so far the supply has more than met the demand. The summer season has been busier than usual, with requests for graduates in the various engineering fields."

4. *Has or will the present conflict affect the size of your placement staff?*

No. "The Office of Placement and Field Relations at the University of Denver has three major responsibilities—namely, placement of students in industry and education, student promotion and student aid. If any changes are made, the staff will be increased."

No. "However, one member has been called to active duty with the National Guard and another has taken his place."

Not at present. "Our office is a part of the department of Student Affairs and many of the men in this department are Reserve Officers so that there is some possibility of the present situation affecting the over-all picture in the department."

No. "This is particularly true since we will have fewer graduates to place during 1950-51 than we did during 1949-50."

## CORPORATIONS PLANNING TO RECRUIT COLLEGE SENIORS IN 1950-51

*The Association here presents the annual listing of companies planning to employ graduating seniors. Most business organizations are finding it difficult to do any accurate long range planning for the employing of additional personnel because of the present international situation. This list is incomplete with respect to those companies which we were unable to contact and those which failed to reply.*

*Unless otherwise specified, the corporations listed below will probably (1) recruit men only (2) recruit on a national basis (3) conduct campus interviews.*

- Allis, The Louis Co., 427 East Stewart St., Milwaukee 7, Wis. Midwest. Training programs—sales, engineering.
- Allis-Chalmers Mfg. Co., Box 512, Milwaukee 1, Wis. Herbert J. Rass. Training programs—electrical and mechanical engineering.
- \*Aluminum Cooking Utensil Co., The, New Kensington, Pa. J. C. Hestwood. Training programs—sales.
- \*American Cyanamid Co., 30 Rockefeller Plaza, New York 20, N. Y. G. P. Whitcomb.
- American Gas and Electric Service Corp., 30 Church St., New York 8, N. Y. F. G. Lippert. No campus interviews. Applications accepted from mechanical and electrical engineering students in Conn., Mass., N. J., N. Y., Pa. colleges.
- American Optical Co., South Bridge, Mass. (Mrs.) Louise H. Hicks. Middle Atlantic, New England. Training programs—sales, production, accounting.
- \*\*American Rock Wool Corp., Wabash, Ind. W. E. Clark. Ala., Calif., Ill., Ind., Minn., N. J., Ohio, Wis.
- American Steel & Wire Co., Rockefeller Bldg., Cleveland 13, Ohio. L. C. Hornickel. Central, East, Midwest, Northeast.
- \*American Viscose Corp., 1617 Pennsylvania Blvd., Philadelphia 3, Pa. C. Stuart Brown.
- Andersen, Arthur & Co., accountants and auditors. Firm maintains offices in Atlanta, Boston, Chicago, Cleveland, Detroit, Houston, Kansas City, Los Angeles, Milwaukee, Minneapolis, New York, Philadelphia, St. Louis, San Francisco, Seattle, Washington, D. C., all of which carry on recruiting activities at colleges and universities within their respective areas.
- Appalachian Electric Power Co., Box 2091, Roanoke 9, Va. B. N. Hurt. Electrical and mechanical engineers—Ky., N. C., Tenn., Va., West Va. Training program—7 month indoctrination.
- \*\*Arabian American Oil Co., 505 Park Ave., New York, N. Y. G. A. Wood. Training programs—mechanical, electrical, civil and petroleum engineers, geologists.
- Armstrong Cork Co., Lancaster, Pa. J. E. Smith.
- Atlantic Refining Co., The  
Crude production or research and development in Southwest, S. Delgado, Jr., Box 2019, Dallas 1, Texas.  
General administration, engineering and construction, foreign crude production, H. M. Overley, Box 7258, Philadelphia 1, Pa.  
Refinery operations, research and development in Philadelphia, B. B. Bright, 3144 Passayunk Ave., Philadelphia 1, Pa.  
Sales, L. J. Walton, Box 7258, Philadelphia 1, Pa.
- Babcock & Wilcox Co., The, 85 Liberty St., New York 6, N. Y. Tom Gardner.
- Bailey Meter Co., 1050 Ivanhoe Rd., Cleveland 10, Ohio. R. E. Sprengle. East, Midwest. Training programs—sales-service, research, application engineering.
- Bell Telephone System  
The several Bell Telephone Companies seek college graduates primarily from nearby institutions. Each of these companies, moreover, coordinates all System relations with the institutions in its own territory, including those on behalf of the System's long distance unit, the American Telephone and Telegraph Company's Long Lines Department, its manufacturing and supply unit, the Western Electric Company, and its development and research unit, Bell Telephone Laboratories. All inquiries should be addressed, therefore, to the Bell Telephone Company serving the territory in which any particular institution is located. The names and addresses of the college employment representatives of these companies follow:  
New England Telephone & Telegraph Co., 185 Franklin Street, Boston 7, Mass. W. E. Keith.  
Southern New England Telephone Co., 227 Church Street, New Haven 6, Conn. H. F. Richter.  
New York Telephone Company, 140 West Street, New York 7, N. Y. George E. Kahler.  
New Jersey Bell Telephone Co., 540 Broad Street, Newark 2, N. J. P. M. Russell.  
Bell Telephone Co. of Pennsylvania, 1835 Arch Street, Philadelphia 3, Pa. E. H. Weigle.  
Chesapeake & Potomac Telephone Companies, 725—13th Street, N.W., Washington 5, D. C. W. J. Carto.

\*Recruit Women

\*\*No Campus Interviews

- Southern Bell Telephone & Telegraph Co., Hurt Building, Atlanta 1, Ga. M. H. Markwood.
- Ohio Bell Telephone Company, 750 Huron Road, Cleveland 15, Ohio. H. Y. Elliott.
- Cincinnati & Suburban Bell Telephone Co., 225 East 4th Street, Cincinnati 2, Ohio. E. D. Coons.
- Michigan Bell Telephone Company, 1365 Cass Avenue, Detroit 26, Mich. H. H. Schroeder.
- Indiana Bell Telephone Company, 240 North Meridian Street, Indianapolis 9, Ind. L. W. Shumaker.
- Wisconsin Bell Telephone Company, 722 North Broadway, Milwaukee 2, Wis. E. J. Moen.
- Illinois Bell Telephone Company, 212 West Washington Street, Chicago 6, Ill. W. C. Hall.
- Northwestern Bell Telephone Company, 118 South 19th Street, Omaha 2, Neb. J. H. McAlpin.
- Southwestern Bell Telephone Company, 1010 Pine Street, St. Louis 1, Mo. Maurice Cleaver.
- The Mountain States Telephone & Telegraph Co., 931—14th Street, Denver 1, Colo. H. T. Engstrom.
- The Pacific Telephone & Telegraph Co., 140 New Montgomery St., San Francisco 5, Calif. J. C. Gray.
- Boeing Airplane Co., Seattle, Wash. J. C. Sanders.
- Borden Co., The, Chemical Divn., 350 Madison Ave., New York 17, N. Y. C. W. Niederauer. Training programs—sales, technical service, research, development, production.
- Braun & Co., C. F., 1000 S. Fremont Ave., Alhambra, Calif. J. V. Coombes.
- \*\*Brockway Glass Co., Inc., Brockway, Pa. D. J. Howard. Recruit only a few technical men.
- Brown Instrument Divn., Minneapolis-Honeywell Regulator Co., Wayne and Roberts Aves., Philadelphia 44, Pa. K. S. Staddon. Northeast. Training programs—sales, engineering.
- Buckeye Cotton Oil Co., 2899 Jackson Ave., Memphis, Tenn. D. B. Dunleavy. East, South, Southwest. Training program—engineering.
- \*\*Buckeye Steel Castings Co., The, 2211 Parsons Ave., Columbus, Ohio. A. G. Starrett. Training program— all depts.
- Burlington Mills Corp., Greensboro, N. C. Butler French. East, South.
- \*Calvert Distilling Co., Baltimore Md., W. de Robertis. Training programs—men, accounting, production, control, laboratory; women, secretarial.
- Campbell Soup Co., 100 Market St., Camden, N. J. J. E. Heap, Jr. Training programs—management, food technology, chemical (food) research.
- \*Carbide & Carbon Chemical Divn., Union Carbide & Carbon Corp., Box P., Oak Ridge, Tenn. James L. Gabbard. Training programs—A.E.C. reactor technology.
- Caterpillar Tractor Co., Peoria 8, Ill. Midwest. Training programs—design, purchasing, research, sales.
- Chicago Bridge & Iron Co.  
A. G. Smith, Box 277, Birmingham 1, Ala.  
W. T. Chester, 1305 W. 105 St., Chicago 43, Ill.  
W. S. Nesbitt, Greenville, Mercer Co., Pa.  
E. S. Fraser, 550 W. 17th St., S., Salt Lake City, Utah.  
Will employ primarily civil engineers majoring in structural work, also few mechanical engineers.
- Cleveland Electric Illuminating Co., 75 Public Square, Cleveland 1, Ohio. Floyd W. Henricks. East, Midwest.
- Cold Cathode Lighting Corp., 147 W. 46th St., New York 19, N. Y. Monroe B. Scharff.
- Combustion Engineering-Superheater Co., 425 W. 151st St., East Chicago, Ind. John L. Menson. Plans not definite at time of publishing.
- Connecticut General Life Ins. Co., 55 Elm St., Hartford, Conn. George C. Capen. East, Midwest. Training programs— all depts.
- \*Consumers Power Co., Jackson, Mich. Philip R. Brown. Ind., Iowa, Mich., Minn., Wis. Training programs—electrical and gas engineering, forestry.
- Crown Central Petroleum Co., Baltimore, Md. J. D. Kershner. Training programs—accounting, engineering, marketing.
- \*Cutter Laboratories, 4th and Parker, Berkeley, Calif. Grant Powell. West. Training program—accounting.
- Diamond Co., Inc., 402 Kentucky Ave., Indianapolis, Ind. Quentin D. Wert. Midwest. Training programs— all depts.
- Douglas Aircraft Co., Inc., 3000 Ocean Park Blvd., Santa Monica, Calif. C. C. LaVene. Employ women engineers. Training program—short indoctrination course for designers.
- Drackett Co., The, Cincinnati 32, Ohio. John W. Dalzell. East of Mississippi River. Probably no campus interviews.
- Dravo Corp., Neville Island, Pittsburgh 25, Pa. W. G. Rudge. Will visit several schools in East.
- Dun & Bradstreet, Inc., 290 Broadway, New York, N. Y. H. F. Graper.
- Duplan Corp., The, 512—7th Ave., New York 18, N. Y. Ralph Gates. East, primarily textile technicians.
- Du Pont De Nemours & Co., E. I. Wilmington 98, Del. G. L. Bussard.
- Elliott Co., Jeannette, Pa., F. W. Dohring. East, Midwest. Training programs— engineering, sales.

\*Recruit Women

\*\*No Campus Interviews

- Employers Mutuals of Wausau, 407 Grant St., Wausau, Wis. T. A. Duckworth. East, Midwest. Training programs—audit, claim, safety engineering, sales, underwriting.
- Equitable Life Assurance Society of U. S., 200 Frick Bldg., Pittsburgh 19, Pa. William R. Buhl. Allegheny Co., Pa. Training program—sales.
- Essex Rubber Co., Trenton, N. J. Owen L. Evans. East. Training programs—for management positions.
- General American Life Ins. Co., 1501 Locust St., St. Louis, Mo. A. W. Evans. Mo. Other states through correspondence. Training programs—sales.
- \*General Aniline & Film Corp., Central Research Laboratory, Easton, Pa. L. T. Hallett.
- \*General Electric Co., Schenectady, N. Y. C. F. Terwilliger. Training programs—electrical, mechanical, aeronautical, industrial and chemical engineering, physics, chemistry.
- General Motors Corp., 13-217 General Motors Bldg., Detroit 2, Mich. Kenneth A. Meade. Training programs—handled by individual units.
- Giddings & Lewis Machine Tool Co., Fond du Lac, Wis. F. C. Freund. Ill., Ind., Iowa, Minn., Wis. Training programs—engineering, production.
- Glidden Co., The, 1396 Union Commerce Bldg., Cleveland, Ohio. Charles E. Brown. Training programs—accounting, auditing, production, sales.
- Goodyear Tire & Rubber Co., 1144 E. Market St., Akron, Ohio. David Thomas. Training programs—engineering, general office, production management, sales.
- Grace, W. R. & Co., 7 Hanover Sq., New York, N. Y. J. E. Stark. Training programs—accounting, engineering, foreign trade, passenger, statistical.
- Grant, W. T. Co., 1441 Broadway, New York, N. Y. A. H. Barron. Training program—merchandizing.
- Great Northern Paper Co., Millinocket, Me. Warren F. Daniell. Training program—apprentice training foreman program.
- \*Guaranty Trust Co. of N. Y., 140 Broadway, New York 15, N. Y. Leo H. Bombard. East, Midwest, South.
- Hamilton Standard Propellers, East Hartford, Conn. E. D. Eaton. New England, N. Y., Pa. Training program—engineering.
- Heinz, H. J. Co., Box 57, Pittsburgh 30, Pa. R. C. Gerbard. Training programs—accounting, manufacturing, quality control.
- \*Hercules Powder Co., Wilmington, Del. George F. Cooper. All regions except far west.
- \*Home Life Ins. Co., 256 Broadway, New York, N. Y. T. J. Gorham. New England, N. J., N. Y., Pa. Training programs—home office, sales.
- Humble Oil & Refining Co., 192 Humble Bldg., Houston, Texas. R. N. Dyer. South, Southwest. Training programs—all depts.
- Illinois Commercial Telephone Co., 607 E. Adams St., Springfield, Ill. K. F. McKittrick. Ill., Ind., Iowa, Mo., Wis. Training programs—commercial, plant, traffic.
- Indiana & Michigan Electric Co., 2102 Spy Run Ave., Ft. Wayne, Ind. R. D. Saffen. Ind., Mich. Training programs—7 month indoctrination course.
- Ingersoll-Rand Co., 11 Broadway, New York 4, N. Y. E. E. Breault. Training programs—all depts.
- Insurance Co. of North America Cos., 1600 Arch St., Philadelphia 1, Pa. H. Paul Abbott. Training programs—engineering, field representation, underwriting.
- \*International Business Machines Corp., 590 Madison Ave., New York 22, N. Y. Dwayne Orton. Training programs—engineering, sales.
- International Latex Corp., Playtex Park, Dover, Del. W. Henry. New England, Del., Md., N. Y., Pa. Training programs—office, production, sales.
- Johnson Service Co., 507 E. Michigan St., Milwaukee 2, Wis. J. R. Vernon. Training program—mechanical engineering.
- Kaiser Services, 1924 Broadway, Oakland 12, Calif. Frank H. Wickhorst. Northwest. Training programs—accounting, production, sales.
- Kimberly-Clark Corp., Neenah, Wis. Harry D. Gates. East, Midwest, South. Training programs—accounting, industrial engineering, manufacturing, personnel, planning.
- Kresge, S. S. Co., 2727 2nd Ave., Detroit 32, Mich. J. E. Armitage. Ky., W. Va., Neb. to East Coast, South through Mo. Training program—store management.
- Leeds & Northrup Co., 4901 Stenton Ave., Philadelphia 44, Pa. R. W. Johnson. New England, Del., N. Y., Pa.
- Lockheed Aircraft Corp., Burbank, Calif. Karl R. Kunze. Training programs—all depts.
- Lybrand, Rose Bros. & Montgomery, 90 Broad St., New York 4, N. Y. Raymond G. Ankers. East of Mississippi River. Training programs—accounting.
- Lyon Metal Products, Inc., Aurora, Ill. Neal Ormond. Midwest. Training programs—technical apprentice training for production depts.

\*Recruit Women

\*\*No Campus Interviews

- Magnolia Petroleum Co., Box 900, Dallas, Texas. L. B. Redmond. Southwest.
- Massachusetts Mutual Life Ins. Co., Springfield, Mass. James Greenwood. New England, N. Y., Pa. Training programs—home office.
- Merck & Co., Rahway, N. J. E. C. Bartell. Training programs—administration, engineering, sales.
- Minneapolis-Honeywell Regulator Co., Minneapolis 8, Minn. Vance Jewson. Primarily sales engineers.
- Minnesota Mining & Mfg. Co., 900 Fauquier Ave., St. Paul, Minn. Wendel W. Burton. Training programs—sales, technical.
- Mohawk Carpet Mills, Inc., 57 Lyon St., Amsterdam, N. Y. S. Schuyler. Recruiting plans indefinite at time of printing.
- National Aniline Divn., Allied Chemical & Dye Corp., Box 975, Buffalo, N. Y. M. Irwin Gould. East, Midwest.
- National Carbon Divn., Union Carbide and Carbon Corp., Box 6087, Cleveland 1, Ohio. S. F. Arnold. East, North. Training programs—production.
- \*National Gypsum Co., 325 Delaware Ave., Buffalo, N. Y. F. Maxon Clarke. East of Mississippi River, North of Washington, D. C. Training programs—engineering, sales.
- National Starch Products, Inc., 270 Madison Ave., New York 16, N. Y. W. V. Upton. East of Rocky Mts. Training programs—chemistry, chemical engineering.
- \*North American Aviation, Inc., Los Angeles Airport, Los Angeles 45, Calif. W. H. Nance. Training programs—engineering.
- Ohio Power Co., The, 301 15 Cleveland Ave., S. W., Canton 2, Ohio. J. H. Edwards. Ohio, Pa. Training program—7 month indoctrination course.
- \*Parke, Davis & Co., Detroit 32, Mich. W. F. Holcomb.
- Pennsylvania Power & Light Co., 901 Hamilton St., Allentown, Pa. P. W. Sickman. Eastern Pa. Training programs—all depts.
- Petroleum Advisers, Inc., 70 Pine St., New York 5, N. Y. D. P. Sturges. Training programs—all depts.
- Philadelphia Electric Co., 900 Sansom St., Philadelphia 5, Pa. G. L. Harvey, Jr. Eastern Pa., N. Y., Part of New England. Training programs—engineering.
- Phileo Corp., C. & Tioga Sts., Philadelphia 34, Pa. William G. Ulmer, Jr.
- Procter & Gamble Co., The Engineers, chemists, production or technical graduates. C. B. Hedrick, Ivorydale, Cincinnati 17, Ohio.
- Sales graduates. H. C. Frantz, Box 599, Cincinnati 1, Ohio.
- Graduates for depts. other than mfg. and sales. William F. Franz, Box 599, Cincinnati 1, Ohio.
- Providence Washington Ins. Co., 20 Washington Place, Providence 1, R. I. Edward H. Fleer. Training programs—claims, engineering, field representatives, underwriting.
- Public Service Co. of Colorado, 900 15th St., Denver, Colo. R. H. Joyce. Colo., Wyo.
- Prudential Ins. Co. of America, The, Newark 1, N. J. Earl R. Weaver. New England, N. J., N. Y., Pa. Training programs—actuarial, group insurance, home office general.
- Ralston Purina Co., 835 S. 8th St., St. Louis 2, Mo. A. W. Moise. Training program—sales.
- Raybestos Divn., The, Raybestos-Manhattan, Inc., 75 E. Main St., Stratford, Conn. George S. Hawley. New England, East.
- Reynolds, R. J. Tobacco Co., Winston-Salem, N. C. Charles B. Wade, Jr. East, North Central, South.
- Rohm & Haas Co. Technical recruiting, including technical sales. W. S. Niederhauser, 5000 Richmond St., Philadelphia 37, Pa.
- Non-technical recruiting, business offices, etc. R. C. Landon, 222 W. Washington Square, Philadelphia 5, Pa.
- Campus interviews confined principally to graduate students in technical fields and to business graduates. Training programs and on the job training.
- \*Schering Corp., Bloomfield, N. J. John Byrne, W. E. Cornell. East, Midwest. Primarily chemists, biologists.
- Scott Paper Co., Chester, Pa. C. L. Lyon. East, Midwest. Training programs—accounting, engineering, personnel, production, sales.
- Scovill Mfg. Co., 99 Mill St., Waterbury, Conn. C. Arthur DuBois. Training programs—engineering, general administration, research, sales.
- \*Seagram, Joseph E. & Sons M. G. Northcutt, Lawrenceburg, Ind. G. Mead, Louisville, Ky. Training programs—men, accounting, control lab., production, women, secretarial.
- \*Shell Development Co., 4560 Horton St., Emeryville 8, Calif. A. B. Bullock.
- Shell Oil Co. & Affiliates, 50 W. 50th St., New York 20, N. Y. J. R. Janssen. Training programs—technical, non-technical.
- Sherwin-Williams Co., 115th and Cottage Grove, Chicago, Ill. W. Rapt. Midwest. Chemical engineering, laboratories.

\*Recruit Women

\*\*No Campus Interviews



- Smith Kline & French Labs., 1530 Spring Garden St., Philadelphia 1, Pa. W. Steyler, Jr. Middle Atlantic, Northeast. Training program—administrative.
- Secony-Vacuum Oil Co., Inc., 26 Broadway, New York 4, N. Y. Paul W. Boynton. Training programs—all depts.
- Standard Brands, Inc., 595 Madison Ave., New York 22, N. Y. Robert S. Johnson.
- Standard Oil Co., The (Ohio), 1756 Midland Bldg., Cleveland 15, Ohio. Elwood G. Glass, Jr. Northeast. Training programs—manufacturing, production, sales, transportation.
- Standard Oil Development Co. & East Coast Divn., Esso Standard Oil Co., Box 51, Linden, N. J. Thomas Cross, Jr. Middle Atlantic, Midwest, New England. Training programs—development, manufacturing, process engineering, research.
- Standard Vacuum Oil Co., 26 Broadway, New York 4, N. Y. F. C. Donovan. Far East, India. Training programs—accounting, distribution, manufacturing, sales.
- \*Strawbridge & Clothier, 801 Market St., Philadelphia, Pa. John F. Simons. Training program—executive.
- Studebaker Corp., The, South Bend, Ind. W. A. Williams. Training programs—accounting, parts and accessories, sales, technical.
- Supplee-Wills-Jones Milk Co., 1523 N. 26th St., Philadelphia, Pa. Fred C. Raker. East. Training programs—accounting, procurement, production, sales.
- Swift & Co., Union Stock Yards, Chicago 9, Ill. E. H. Wagner. Training program—dairy and poultry management, sales.
- Sylvania Electric Products Co., 1740 Broadway, New York 19, N. Y. David W. Currier. Training program—orientation course.
- Telegester Labs., 157 Chambers St., New York 7, N. Y. J. H. Mitchell. Training program—electronic development.
- \*Tennessee Eastman Corp., Kingsport, Tenn. W. E. Gift. Training program—sales.
- Thompson Products, Inc., 2196 Clarkwood Rd., Cleveland 30, Ohio. V. A. Buescher. East, Midwest.
- Touche, Niven, Bailey & Smart, 233 Broadway, New York, N. Y. Charles E. Murphy. East. Training program—public accounting.
- Trane Co., The, LaCrosse, Wis. R. A. Matheis. Training programs—production engineering, sales engineering, research.
- Travelers Ins. Co., 700 Main St., Hartford, Conn. J. T. Wilcox. Middle Atlantic, Midwest, New England. Training programs—home office, promotion, sales.
- Union Carbide & Carbon Corp., 30 East 42nd St., New York 17, N. Y. C. M. Barlow. East, Midwest.
- \*Upjohn Co., The, Kalamazoo, Mich. Homer M. Elwell. Midwest. Training program—accounting.
- Vick Chemical Co., 122 East 42nd St., New York 17, N. Y. Robert D. McCoun. Training program—advertising, merchandising, sales.
- \*West Penn Power Co., Box 1736, Pittsburgh 30, Pa. G. K. Gering. Del., Ind., Mass., N. J., N. Y., Ohio, Pa. Training programs—distribution, home economics, power, production, sales, substation.
- West Virginia Pulp & Paper Co., 230 Park Ave., New York 17, N. Y. Russell E. Burke.
- Westinghouse Electric Corp., East Pittsburgh, Pa. G. D. Lobingier. Training programs—chemical, industrial, mechanical, metallurgical and electrical engineering.
- Wiegand, E. L. Co., 7500 Thomas Blvd., Pittsburgh 8, Pa. J. C. Cairns. Training program—engineering.
- Winchester Repeating Arms Divn., Olin Industries, Inc., 275 Winchester Ave., New Haven, Conn. E. R. Carlson. New England, East. Training programs—engineering, chemical control.
- Worthington Pump & Machinery Corp., Harrison, N. J. W. C. Vickery. Training programs—all technical depts. including sales.
- York Corp., York, Pa. E. J. Brillinger. Training programs—controllers, engineering, manufacturing, sales.
- Zurich-American Ins. Cos.  
East, C. P. Cunningham, 55 John St., New York, N. Y.  
Midwest, F. A. Holderman, 135 S. LaSalle St., Chicago 3, Ill. Training program—underwriting.

\*Recent Women

\*\*No Campus Interviews

### Too Late for Alphabetical Listing

- Carbide & Carbon Chemicals Divn., Union Carbide & Carbon Corp., Box N, S. Charleston 3, W. Va. W. H. Billings, Jr. Training programs—Engineering and science graduates in control laboratory, maintenance, production, research.
- Westvaco Chemical Divn., Food Machinery & Chemical Co., 405 Lexington Ave., New York 17, N. Y. J. S. Thomas. Chemists and Chemical engineers only.

## EDUCATION FOR AMERICAN CITIZENSHIP

A Presentation by the National Foundation for Education in  
American Citizenship

Edited by Franklin L. Burdette

### THE ATTORNEY GENERAL'S CITIZENSHIP PROGRAM

CARL B. HYATT, *Director*

THE present citizenship program of the Department of Justice had its initiation in the early days of World War II. To give non-citizens seeking United States citizenship a better appreciation of the ideals of that citizenship, the Department of Justice, in cooperation with the Committees on American Citizenship of the American Bar Association and the Federal Bar Association, launched a program designed to assist members of the bench and bar, the staff of the Immigration and Naturalization Service, civic and educational authorities, and others in their efforts to stress the importance of becoming a citizen, and of making the process more dignified and inspirational.

The objective of the program in the beginning, therefore, was to have truly meaningful the occasion on which is granted citizenship—the most precious gift this country has to offer. Undoubtedly, stirring naturalization ceremonies stimulated by the program have imbued many newly naturalized citizens with a stronger faith in our form of government. As the program developed, however, it became apparent that the citizenship ceremony should become an integral part of a larger long-time citizenship program.

The Honorable Tom C. Clark, shortly after he became Attorney General, therefore, named an Advisory Committee, composed of distinguished Americans, to assist the Department in such a program. At its initial meeting, the

Committee approved a program that would stress the ideals of this country from the time of the alien's entry to the moment when citizenship is granted him by the court, and even beyond that. The Committee not only endorsed the Attorney General's objective with regard to persons seeking citizenship, but went further. It recommended that accent upon citizenship not be limited to those seeking naturalization, or the naturalized, but include youth coming of age and all other Americans. The variety of activities and interests of the Department relating to the strengthening of our way of life—crime control, the prevention and control of juvenile delinquency, development of respect for law, protection of civil rights and the like were advanced as reasons for a more expanded program. All of these activities, the committee saw as dependent upon a good citizenry. But even more, it emphasized that the Department of Justice, with a comprehensive program, could give powerful impact to the cause of good citizenship.

This broader program was adopted, and added impetus and strength have been given it by Attorney General J. Howard McGrath.

Detailed discussion of the program is not possible here. An activity of special significance is the National Conference on Citizenship, which the Department sponsors jointly with the National Education Association. The Conference brings together representatives

from various religious groups and races, educational and civic groups, labor and industry and others. It has grown from a small beginning, five years ago, when 100 organizations were represented and 150 delegates attended. At the recent 5th annual meeting, held in Washington, D. C., 1,000 delegates were present, representing over 500 public and private organizations, mostly from the national

level. These organizations, in one way or another, reach almost the entire population of the Nation. Immeasurable good flows from meetings of representatives of various groups, a cross section of our country, who come together to reexamine analytically and objectively the rights and responsibilities of citizenship, not merely in community, or state, or even national terms, but in world terms.

## BOOK REVIEWS

### Careers for Young Americans in the Army and After. Reuben Horchow. Public Affairs Press, 1950. \$3.25.

This book should be on the shelf of every vocational counselor. In a time when most young Americans are faced with questions about the Army, Colonel Horchow has provided answers. However, Horchow's book has more utility than that of an induction handbook for compulsory draftees. It provides an up-to-date picture of army life. It outlines the future which the Army offers to ambitious young persons who are making important decisions about life vocations.

Colonel Horchow discusses the manner in which people are inducted into the Army. The part of his book which pertains to placement tests and interviewing techniques are an illustration of how army employment procedures are keeping pace with progressive industries.

CAREERS FOR YOUNG AMERICANS outlines army promotion policies and shows the reader the promotional ladders which stretch before the soldier. Horchow also indicates commensurate pay scales and illustrates that a soldier may, in many cases, expect to make a better wage in the Army than he can in industry. Means by which a soldier becomes an officer are discussed. The geographic location of officers' training schools is included in this book.

The author gives a thorough picture of the Army Educational Program. He discusses the nature of the schools in which the Army will train the soldier so that he may receive maximum outline for his interests and abilities. Horchow points out the value of this training to the "short term" as well as the "long term" soldier. The soldier who does not plan to stay in the Army until retirement (and army retirement plans are unusually attractive) can take advantage of an excellent opportunity to receive first class training without additional cost to himself.

The author specifically outlines the categories of jobs in the Army and then indicates the particular civilian jobs for which army education and job training will fit him.

He not only discusses the structure of the regular Army and its opportunities, but explains to the reader the operation of The Women's Army Corps, The National Guard, and The Reserve.

This book suggests that a young person can really carve out a worthwhile career for himself in the Army. This branch of the Service is doing everything in its power to parallel the progressive personnel policies of modern industry. Colonel Horchow feels that the military service provides real opportunity for young persons with or without a college education.

For counselors who have not taken the time to analyze thoroughly the Army as a source of effective career placement, this compact and easy-to-read handbook is now available.

E. ROBERT WELSH

Director of Placement

School of Business Administration  
University of Richmond, Virginia

### Counseling Adolescents. Shirley A. Hamrin, Ph.D., and Blanche B. Paulson. Science Research Associates, Chicago, Illinois, 1950. 380 pages. \$3.50.

Hamrin and Paulson, in their "Counseling Adolescents," have written an excellent text book for the undergraduate student who is preparing to specialize in guidance at the secondary and junior college level. While the book provides an excellent review for any experienced counselor, I greatly fear many will find most of the examples and case studies a little too pat and often naive, and at the same time find their own counseling problems more complex than those

with which Miss Crandon and Mr. Erlandson, the omnipresent fictional counselors, have to deal.

The book, however, is aimed for the undergraduates and it will serve them well if they heed the warning that there are no Miss Crandons, no Erlandsons, and situations comparable to the ones in which they worked may be impossible to find. For nine chapters counseling is made to seem very attractive, rather easy, interesting and challenging, and almost heroic, since the counselor understands and helps not only the pupils but also the faculty. Students in the School of Education are likely to be certain that counseling is definitely to be their specialty, only to learn in the tenth chapter that the personal qualifications deemed necessary by these authors and the authors they quote are not to be found in less than a composite of half a dozen individuals.

These criticisms, however, are minor and the total value of the book is more significant. It is written in a style that is readable, never academic or esoteric. All the favorite terms of counselors and psychologists, for example, "identification," "projection," etc., are given careful explanation so that even the student, who somehow has missed Psych I, will understand them. (Unfortunately they will be redefined in every other psychology and counseling course the student will encounter.) As defined here, they will serve as an excellent and handy source of referral, since they are presented with great clarity. The authors do not pretend that this is an exhaustive study on the subject of the adolescent personality, but only a review where it concerns counseling of adolescents; nor is there any pretense that this is a definite study of the adolescents and their problems, but the chapter devoted to the special demands of this group, in their struggle towards maturity is an excellent resume of the very best on the subject.

Especially fine is the chapter on the techniques of clinical and non-directive counseling, which are briefly but carefully explained as to major premises, steps, and the role of the counselor. This leads into the author's brief for eclectic counseling which is the type of counseling that calls upon every possible technique wherever it serves the situation best. This particular chapter is most persuasive and crammed with excellent advice on how to go about counseling, using the eclectic method.

The rest of the book is devoted to basic plans of counseling at the secondary and junior college level. It will be most helpful to a new counselor in a school that has been without a guidance program, for here is a factual presentation of what is expected in a good program and what steps need be taken to get it into operation. Types of problems likely to be met, difficulties to be anticipated are all skillfully presented.

Counseling in educational, emotional, and vocational areas is handled in separate chapters. The fact of the combination of many problems in one

individual is not quite so clearly demonstrated.

The book concludes with the somewhat exaggerated portrait of the competent counselor but also contains some splendid advice on counselor attitudes. The student who is approaching a new counseling position will find this book a valuable companion in helping him to get started, and as a source of referral during the subsequent trials and tribulations especially during the first year.

PIERCE KRAMER  
Jewish Vocational Service  
Milwaukee, Wisconsin

**Television.** Robert J. Forbes. *Western Personnel Institute, Pasadena, California, 1950.*  
51 pages. \$1.00.

This publication is one of a series of occupational briefs published by Western Personnel Institute. As a research organization for twenty-five western colleges and universities, the institute serves as a clearing house of information about occupations and student personnel work.

Mr. Forbes, in preparing this manual, has given a very readable and clear account of the opportunities open to young men and women in television and its related fields. It is an extremely factual guide for the job seeker and should be of real aid to college placement directors and vocational counselors. Its lengthy bibliography renders it a handy book of reference for everyday use.

As one would assume, this brief pamphlet is broad in its application and relatively non-technical in content. Except for a brief story of the history and development of television, which cannot be separated from the life and career of one man—Allen B. Du Mont, it concerns itself with the classification and description of jobs in programming, production, administration, engineering, and writing.

If television's role in society is to be as important as it now seems, the industry should in the future call upon the nation's creative talent, and this talent will be drawn largely from our colleges and universities. Placement directors of small liberal arts colleges may be comforted by the knowledge that they will be able to compete with the larger technological institutes in placing their graduates in the television industry. As a matter of fact, "authorities caution against college preparation which is too technical. They feel that because of constant developments in both technical and production phases of television, colleges should offer basic television, radio, or theater arts courses which supplement a liberal arts program. A liberal arts background, they believe, will best supply the content to be applied to the methods of television. They feel that proficiency in techniques can be obtained best outside of school, and that colleges and universities should be most concerned with developing the basic

discernment which makes possible effective and creative work."

There are three broad classifications of jobs in television work: administration, engineering, and programming and production. Actors, announcers and other performers are considered as a special group, and college training is not always an employment prerequisite.

Administration is the business side of television, with positions in sales, advertising, promotion, publicity, research, general administration, personnel and accounting. Even though this field is already overcrowded, jobs in administration are available to college graduates at the beginner level.

For engineers, an excellent technical education is necessary. But, as in the case of administration, newcomers will have to begin at the bottom and complete a period of apprenticeship of at least a year. Competition in these formative years of tele-

vision is very keen, and particularly is it difficult for the current college graduate who has as his rival for the job a trained and experienced technician crossing over from radio to television.

Many of the top positions are in Programming and Production. Producers, Directors, Program Assistants, Production Managers and others arrive at their positions through "creative ability, showmanship, and a good deal of experience." Most of these jobs go to college graduates.

Held back for a long time, television now seems destined to develop into one of our nation's great industries. Undoubtedly it will be an important source of employment in future years.

JOHN BACHT

*Director of Placement*

*The College of William and Mary  
Williamsburg Virginia*

## NEWS COMMENTS

### Senior Placement Booklet

As an aid to the placement activities at West Virginia University, Morgan Town, a senior placement booklet has been published under the sponsorship of Alpha Kappa Psi, national business fraternity. The booklet contains pictures and personal data of over one-hundred graduating seniors in the Department of Economics and Business Administration at the University.

In addition to a copy given to each participating senior, one-hundred others are sent out to various prospective employers in West Virginia, Ohio, and Pennsylvania, as well as over the entire nation. The purpose of the booklet is to acquaint potential employers with well-trained graduates capable of filling job-openings in the business world.

Plans for the publication of the booklet originated with a committee studying the feasibility of such a publication and upon their adoption was presented to the student body at a meeting, at which time the placement activities of the Department and the University were explained. A representative of Beta Rho Chapter of Alpha Kappa Psi at this time explained the meaning and purpose of the booklet and obtained a rough estimate of how many students were interested in such a publication. This was necessary since the cost to each participating senior was dependent upon the number interested; the more members the smaller the cost to each one. A follow-up through a personal letter to each graduating senior was then made and the number interested in the booklet was ascertained.

Each participating senior furnished his picture and personal data including home and college address; age, height, and weight; educational back-

ground; summer work or practical experience; and military service.

The booklet was planographed, (an off-set process which enables the presentation of photographs without halftones) and each senior was charged \$2.75 to cover the cost.

The body of the booklet is preceded by a letter from the head of the Department explaining the purpose of the publication, and general qualifications of the graduating seniors. Also included in the preface is a list of the faculty.

Alfred C. Morley, an Instructor in the Department of Economics and Business Administration acted as faculty adviser to the Fraternity in publishing the booklet.

### Personals

Brad Prince, Director of Placement, University of New Mexico, Albuquerque, was called to active duty on August 14 with the National Guard. Russell Sigler has been appointed as the new director.

A. C. Stalnaker formerly Commerce Placement Director, Ohio State University, is now Personnel Director for the American Friends Service Committee, Philadelphia.

John E. Steele formerly Associate Director, Bureau of Personnel Relations and Placement, School of Business, Indiana University is now Commerce Placement Director, Ohio State University, Columbus.

James C. Worthy, Personnel Department, Sears, Roebuck and Company has written a booklet entitled, *What Employers Want for the Life Adjustment Series* published by Science Research Associates, Chicago, Ill.

## CAREER, An Annual Guide to Business Opportunities

"CAREER, An Annual Guide to Business Opportunities, 1951 Edition" . . . so reads the letter-head of a brand-new and unusual enterprise incorporated last March by four Yale Juniors. This November they will publish their first book, a 170-page comprehensive survey of current conditions in the business world, especially as they relate to those men about to graduate next June. What makes this venture unusual is the fact that these students are not "surveyors" but rather "entrepreneurs." They have gotten 70 prominent national advertisers, many of them competitors, to both write all the copy and pay for the page-space they require to explain their corporate backgrounds, policies and job openings. Yes, private enterprise pays and 21,000 college seniors plus several thousand college placement bureaus all over the country receive their individual copies free by direct mail.

CAREER, Inc. is virtually a bi-product of the Yale *Daily News*, its four officers and the great proportion of its salesmen holding positions in both organizations. Co-editors of the book are Paul Bancroft III, business manager of the campus daily, and William A. Douglass, its vice-chairman. Their now-matured project was originally conceived last December when they were pondering a way to make the *News*'s annual job survey more all-inclusive and authoritative in its analysis of actual business conditions. Putting a few of their ideas in typed form, they discussed the matter with businessmen and placement directors from coast-to-coast during their Christmas vacation. Their conclusion: that all job surveys dull and obscure that which they feel most vital in private enterprise, the personality of individual firms within any given field of industry.

Three months later, student salesmen fanned out over the eastern and mid-western portions of the country. Their intent was, by personal contact alone, to get those individual firms to speak for themselves and what's more, to per-

suade them that as both a personnel and public relations effort it was right for them to pay for it. At the end of the spring term, these young men renewed their efforts and by their closing date, August 15, had contacted more than 250 concerns between New York and St. Louis, Portland, Maine and Washington, D. C. Since most of the contact work was done previous to the tightening manpower situation caused by present international conditions, the great majority of these concerns adopted a "wait-and-see" attitude feeling their present personnel procurement and public relations methods adequate to the demand. Nevertheless, even in its first year, CAREER will represent top-flight members of more than 20 industries.

Mechanically, the book is something quite new to publishing. When a concern contracts for space . . . (the average has taken two pages at \$235 a page) . . . it agrees to abide by a complex wall of printer's specifications (2 $\frac{1}{2}$  of every page in copy, use of only specified body and display types) designed to eliminate all display advertising and what the editors term "brochure" language from company statements. Once written and proofed, each article is placed alphabetically in a "chapter" composed entirely of similar presentations by other members of that particular field. There will be some 15 chapters, each devoted to a distinctive type of business. CAREER then cross-indexes these statements: (1) alphabetically, to call attention to the name of the firm; (2) geographically, a nation-wide listing of each concern's offices in order to relate its name to the city near which a senior desires work; and (3) scholastically . . . a list of common college and graduate-school majors, the senior's present interests related to the broad diversity of jobs usually listed by American concerns.

This year, on an experimental basis, distribution of the book has been limited to 29



Northeastern colleges, universities, business and technical schools. Future plans call for regional editions across the country, thereby enabling small concerns to recruit intensively in single districts while national organizations, by entering several editions, would be able to reach seniors throughout the nation, both at school and home. Another star on the horizon is a special edition for female graduates.

An important feature for many confused job-hunters is the inclusion by most companies of an absolute channel whereby all applicants can proceed to a thorough acquaintance with their opportunities. In this light it is interesting to note the oft-repeated desire of the editors to work in conjunction with college placement bureaus. When conversing with their subscribing firms and when processing the final copy, they have consistently asked for more cooperation with placement bureaus, especially those in smaller and out-of-the-way colleges. Many corporations reportedly plan to send out more complete mimeographed transcripts on their current needs to a broader mailing list, encouraging the student to make application early through his placement

bureau and, if possible, leave time for a visit to the home plant or branch office during his holidays.

In a recent letter to several thousand firms, Mr. Bancroft clarified the purposes of CAREER when he wrote: "We believe that through the wide and permanent dissemination of such authoritative information to both college graduates and their families, we will be able to get young men thinking, for the first time with adequate knowledge, about companies as companies and not about companies purely in terms of a job . . . starting pay, promotion, pension, security. As young men ourselves, we believe that there is no lack of resolve in our generation; there is, however, a lack of information. It is this gap which CAREER will seek to fill. Well-informed young men will give you (the company) your most fruitful job interviews now and your most fruitful relationships later." With most of the copy already in, the editors find that business seems to have caught the spirit of the enterprise, presenting on the whole sober and straightforward word-pictures of their organizations.



### SOME MAJOR REASONS WHY SALESMEN FAIL

*What are the practical, down-to-earth, human reasons why salesmen fail? From a management standpoint, why do some salesmen fail to reach a satisfactory level of earnings or, having reached it, later turn downward and decline until they quit or are fired?*

*To answer this question for his company, Lawrence E. Murphy, secretary and treasurer of Murphy Products Co., Burlington, Wis., made a comprehensive study of sales failures in that company from 1939 through the first 10 months of 1949.*

*Here are some of the failure classifications that were revealed by the study: (1) the man who has important outside income or important outside interests; (2) the man in poor health; (3) the man who is over-age; (4) the seemingly lazy man; (5) the man who thinks he is too big or too good for his job; (6) the time-waster.*

*Burton Bigelow in Sales Management 12/15/49.*



## FREE ADVISORY AND PLACEMENT SERVICE FOR COLLEGE AND PROFESSIONAL WOMEN OPENS

A NEW departure in the employment field designed to bring women seeking employment in closer contact with employers in the New York area who have jobs to fill, opened its offices on August 14, at 541 Madison Avenue. The Woman's Placement Bureau, a non-profit organization, incorporated in New York State, and a joint venture of leading Eastern women's colleges and New York employers, is believed to be the first of its kind in that area. It will not only act as a central register, but it will seek to bring about a better knowledge of New York job opportunities among college authorities and students so that college women will have a greater knowledge of the job market and existing career opportunities.

Mr. Evans Clark, chairman of the board of the Women's Placement Bureau, and executive director of the Twentieth Century Fund, stated that "the Bureau will register, refer, and place applicants who are alumnae of member colleges; canvas business firms and professional organizations for job openings; promote the acceptance of trained women in responsible positions, irrespective of a college background; promote fields of employment for older women; and act as the New York office of college placement bureaus." It is hoped that this Bureau will meet a real need that has long been felt and provide a most helpful link between employers, employment agencies, and trained women seeking employment. The supporters of this activity also believe that the Bureau will do a great deal to help employers in finding just the right college women for the particular jobs they have to fill.

Plans for the Bureau have been under way since 1944 and were instigated by Mrs. Bennett Epstein of the American Association of University Women and Miss Alice Gore King, who, during the war was women's supervisor at Pratt and Whitney Aircraft. Miss King, formerly vocational adviser at Bryn Mawr College and assistant head of The Brearley School, will be the new Bureau's executive director.

As the service is free to both applicant and employer, Mr. Clark said that support for the Bureau's work would come from a membership plan whereby the colleges would contribute according to their enrollment or use of the Bureau, contributions from business and professional organizations, and gifts from individuals interested in the promotion of the proper use of women's talents in business and professions.

Members of the board of directors are: Miss Sarah Gibson Blanding, President of Vassar College; Miss Katherine Gillette Blyley, President of Keuka College; Mrs. James L. Crenshaw, Director of the Bureau of Recommendations of Bryn Mawr College; Mrs. Bennett Epstein of the American Association of University Women; Dr. Mary H. S. Hayes, Chairman of the Executive Committee of the Girl Scouts; Miss Bertha Funnell, Placement Director of Bennington College; Mrs. Rustin McIntosh, Dean of Barnard College; James Mitchell, Vice President of Bloomingdale Brothers; and Miss Helen Taft, Manager of the Systems Service Department of International Business Machines Corporation.



## IF ALL-OUT WAR COMES\*

**T**HE National Industrial Conference Board recently asked a group of the Nation's leading personnel men to prepare a check list of the subjects management should presently be concerned with in the light of our present situation. Most of these subjects are pertinent to industry in general.

### Manpower Drain to Armed Services

Find out which employees are in the National Guard and the organized Reserves.

In view of possible extension of Selective Service, bring pertinent facts about all employees up to date (age, marital status, dependents, present or former draft classification, etc.)

Review draft law of 1948 regarding reemployment rights guaranteed to men and women who move into the armed forces, whether as volunteers or draftees.

Estimate maximum possible loss of personnel to armed services by type of job.

### Review and Redefine Company Policy with Regard to:

Requests for deferments.

Continuation of inductees' pay while in service.

Effect of leaves of absence on continuous service record.

Relative permanence of status of new employees (replacements and those hired for completely new jobs).

Reinstatement.

Pensions (with regard to present employees, employees in military service, and pensioners recalled to work).

Group insurance plans (life, accidental death and dismemberment, hospital, surgical, medical, dependency coverage).

Vacations.

Induction bonus payments? (Special consideration for executives? Is amount of bonus related to length of service?)

Payment to employees who undertake part-time, non-paying jobs (aircraft spotters, draft board members, etc.)

### What Should Be Done Now

List possible skills needed for replacements and possible expansion.

Make inventory of retired older workers, available wives and other members of present male employees' families.

Make inventory of older employees approaching retirement, consider possibility of postponing retirement.

Plan for centralizing task of obtaining deferments and dealing with government agencies on manpower problems.

Take preliminary steps to prepare needed information should deferments have to be requested.

Provide for careful and complete records of employees entering military service; leave no question as to which employees are permanent and which are replacements for employees in military service.

Set up system of exit interviews with men called to service and system of records to keep contact with them on regular basis while away.

### Manpower Drain to Government Agencies

Review and redefine company policies regarding loan or transfer of key personnel to government agencies.

Try to estimate which key people might be invited to government agencies.

Scrutinize entire management group. Has each key person a satisfactory backstop?

Identify members of the management group ready for increased responsibilities in case of expansion or in case their superiors are recruited for government service.

### Recruiting and Employment

Tentatively line up sources of new employees. Consider possibilities of moving some of the

\* Reprint from L.O.M.A. Bulletin, Vol. XVI, No. 8.

company's operations to other locations to tap new labor supply.

Decide tentatively whether employment requirements should be maintained or lowered. Take steps to acquaint all supervisors with these decisions.

Consider possibility of microfilming these and other important records and make provisions to protect them in case of accident or disaster. (This protection may suggest duplicate records kept in different places). After reviewing and redefining company's policy on permanence of status of new employees, insure that each new employee gets a clear understanding of that policy with respect to his own situation.

#### Training and Development

Look at key personnel. What does each individual need in order to (a) handle his present job better and (b) prepare himself for possible new assignments? Take steps to fill these individual training needs.

Study each operation in the company from the point of view of training new people in varying numbers.

Consider each company operation. What are the best and quickest methods of training new people (vestibule, on-the-job, use of visual aids, etc.)

Investigate possible training help from government agencies, local schools and colleges, civic organizations, etc.

#### Wages and Salaries

Examine wage and salary levels to determine their adequacy (a) under tighter manpower conditions, and (b) under possible wage and price freeze.

Review and redefine policies on promotions and reclassifications.

Be sure job descriptions and classifications are accurate and up-to-date.

What about pay for work on Saturdays, Sundays and recognized holidays?

Do you maintain adequate differentials between the rates of pay of supervisors and the earnings of their subordinates, including overtime?

#### Miscellaneous Items

What are the best hours for starting and stopping work whether on one, two or more shifts? What about the desirability of swing shifts?

Try to determine (and perhaps even plan for) transportation facilities required to get employees to and from work.

Consider the advisability of setting up a "housing unit" to help out-of-area employees secure living quarters.

Check cafeteria and other employee food services to determine adequacy of staff and physical facilities.

### FRIEND'S CENTRAL SCHOOL

On September 23, the entire senior class (some 60 boys and girls) from the Friends' Central School, Philadelphia, Pa. accompanied by Esther Homes Jones, special non-governmental representative to the United Nations, went to Lake Success to visit the meetings of the Security Council and other activities of the United Nations.

Kurt Schilling, an Austrian student from Vienna is a senior at Friends Central School. Kurt has

come to America for a year under the auspices of the American Field Service.

Nancy Robertson, a senior, has returned from spending the second half of her junior year in Mexico City under the school's Student Abroad Plan. She attended the American School Foundation in Mexico City and lived with a Mexican family. Friends' Central expects to send three or four additional boys and girls to Mexico for the second half of this school year.

## REGIONAL MEETINGS SOUTH

Top-ranking college presidents in the South and Southwest and college placement officers throughout the country are invited to a convention of the Southern College Placement Officers Association.

The convention will be held at Miami Beach on December 7-8-9, announced James R. Jakes, association president and Placement Officer at the University of Tennessee.

Approximately 100 college presidents in the two southern regions have been invited, two of whom will be speakers. Dr. Blake Van Leer, president of Georgia Institute of Technology, will discuss placement service as viewed by the college administration of a large college of men. Dr. Josiah Crudup, President of Brenau College, will present the same subject from the viewpoint of a small school for women. The remainder of the program is being

arranged by Program Committee Chairman Joe Galloway, Placement Officer at the University of North Carolina. Individual invitations and programs are being sent by Miss Fannie Y. Mitchell, secretary of the Association and Placement Officer at Duke University.

This year's convention host will be the University of Miami. The convention, held at the winter playground, will not consist entirely of work. Entertainment will include a fish fry and a tour of Miami Beach and the University of Miami.

Convention headquarters will be at the Sherry Frontenac Hotel in Miami Beach. Louis A. Miller, Placement Officer at the University of Miami, has written that very reasonable rates have been obtained.

Persons planning to attend the convention are urged to make their hotel reservations early.

## MIDWEST

The fall placement conference sponsored by the Midwest College Placement Association and The Committee on Ethics of College-Industry Relations, Division of Relations with Industry, American Society for Engineering Education was held on September 12 and 13. The conference topic was "The College Graduate of 1951."

The first session was devoted to a discussion of "Trends in Placement for 1951." Kenneth A. Meade, General Motors Corporation served as chairman and the panel consisted of Maynard M. Boring, General Electric Company, who presented a "Review of the Code of Ethics;" George D. Lohmeyer, Westinghouse Electric Corporation, who discussed "The Future of a Regional Placement Association;" Donald S. Bridgman, American Telephone and Telegraph Company, who gave a "Report on the Manpower Situation;" and Lawrence R. Hillyard, Iowa State College, who represented "The Young Graduate of 1951."

In the afternoon, the "Problems of Placement in View of Manpower Needs for 1951" were presented. The chairman, Harold S. Dawson, University of Illinois introduced the following panel members: Philip G. Martin, Miami University, who discussed "Business Graduates;" Harold L. Minkler, Illinois Institute of Technology, "Technical Graduates;" Donald G. Edgar, Ohio State University, "Liberal

Arts Graduates;" Irene Feldt, Purdue University, "Women Graduates" and Leith Shaeckel, Carleton College, "Graduates from a Small School."

The General Motors Corporation was host at a dinner on Tuesday evening preceded by a social hour at the Sheraton Hotel. Mr. B. D. Kunkle, a director of that corporation, delivered an address on "Preparing for Tomorrow's Management Needs."

The theme for the closing session on Wednesday morning was "Doing an Effective Placement Job in 1951." Wendel W. Burton, Minnesota Mining and Manufacturing Company, served as chairman. Included in the paper were Robert H. Farber, DePaul University, who presented "Establishing a Placement Service;" Henry G. Goehring, University of Wisconsin who discussed "The Use of Standardized Placement Forms;" John E. Steele, Ohio State University, who talked on "Counseling and Testing in Relation to the Placement Function" and Donald C. Hunt, University of Detroit, who reviewed the "Employment Opportunities in Small Business."

For those interested, John C. Brennan, University of Michigan, arranged tours to The Ford Motor Company (River Rouge Plant), The Briggs Manufacturing Company and The Chrysler Corporation (Engineering Laboratories).

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## COMING MEETINGS . . .

### Eastern College Personnel Officers

October 16, 17, 18—Curtis Hotel, Lenox, Mass.

### Rocky Mountain Placement Officers Association

October 28, University of Denver, Denver, Colo.

### Southern College Placement Officers Association

December 7, 8, 9—Sherry Frontenac Hotel, Miami Beach, Fla.

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## MIDDLE ATLANTIC

The Middle Atlantic Placement Officers Association held its annual meeting on September 28 and 29 in Lancaster, Pennsylvania, with Franklin and Marshall College and the Armstrong Cork Company as hosts.

E. Craig Sweeten, University of Pennsylvania, presided at the opening session. George A. Harris, Villanova College, and Raymond K. Irwin, Bucknell University, presented their opinions on "Productive Placement Aids."

Following this, Mr. H. W. Prentis, Jr., Chairman of the Board, Armstrong Cork Company, addressed the group at luncheon.

The afternoon session was devoted to a presentation of "Standards and Evaluation of Placement Bureaus." David L. Arm, Dean, School of Engineering, University of Delaware, served as chairman and

those participating were Fred W. Slantz, Lafayette College, and Everett Teal, Lehigh University.

After a business meeting for MAPOA members, the Armstrong Cork Company was host at a social hour followed by dinner at the Hamilton Club, at which both that company and Franklin and Marshall College were hosts.

The topic for Friday morning's discussion was "Opportunities for the Average College Graduate." George N. P. Leitch presided and those serving on the panel were B. Brook Bright, Atlantic Refining Company; Robert L. Messimer, Jr., International Salt Company and Earl R. Weaver, Prudential Insurance Company.

Speaker at the luncheon was Dr. Theodore A. Distler, President, Franklin and Marshall College.

The afternoon was devoted to a tour of the Armstrong Cork Company. C. J. Backstrand, President, extended greetings to those present.



## UNIVERSITY OF ALABAMA'S NEW FOUNDRY OFFERS TOP FACILITIES

Student engineers, who formerly had to leave the campus and visit commercial foundries to even witness such operations, are now themselves able to perform the many phases of foundry work in their own foundry, thanks to efforts of the University of Alabama faculty, the Foundry Educational Foundation, and progressive Southern foundrymen.

Costing \$70,000, the University's new foundry was financed largely by donations from Southern foundry operators and industrialists interested in furthering foundry education in the Southeastern United States. They contributed \$50,000 of the total.

The process of establishing the foundry began last spring, when FEF officials secured the University's approval for the project. Before work could begin, funds had to be raised. To accomplish this, representatives of the FEF began contacting Southern foundrymen and industrialists, organizing them into committees to solicit donations of money and equipment. Response to requests for donations were promptly forthcoming and many companies contributed sums larger than those requested of them.

Another committee went to work to procure necessary raw materials, and by the time the foundry was completed in September of last year, a three-year supply of raw materials was assured the school.

The establishment of its own foundry facilities places the University of Alabama among the nation's leaders in the field of foundry education, since only six U. S. universities are similarly equipped.

Last year the University of Alabama became the seventh U. S. school to have its foundry curriculum sponsored by the Foundry Educational Foundation. Serving the foundry industry in the Southeast, the University is ultimately expected to place 112 graduates per year in Southeastern foundries, 56 of them going into Alabama foundries, and the balance into foundries in six other states. These figures are based on FEF's belief that the industry will absorb one engineering graduate for each 250 men. There are more than 14,000 foundry employees in Alabama and about 32,000 in the Southeast.

The University of Alabama has set aside funds to provide 10 scholarships each year to encourage students interested in the study of metals. Headed by Dr. E. C. Wright, head of the department of metallurgical engineering, University officials believe that the University, its student engineer and the foundry that has established to a high standard of foundry industry itself stand to profit by the cooperative effort that has established a high standard of foundry education on the Alabama campus.



## NEWS COMMENTS

### Carnegie Cooperative 3-2 Plan

Four more liberal arts colleges have joined Carnegie Institute of Technology, Pittsburgh, Pennsylvania, in a cooperative 3-2 plan.

In the plan, students take three years of liberal arts with a major in science at one college, then transfer to Carnegie for two years of engineering or science. At the end of five years, they receive a bachelor of arts degree from the cooperating liberal arts college and a bachelor of science degree from Carnegie.

The new colleges recently announced are Washington and Lee, DePauw, Willamette and Iowa Wesleyan, bringing the total now in the plan with Carnegie up to twelve.

Dr. Douglas F. Miner, Director of Carnegie's Division of Student Personnel and Welfare, said, "We hope ultimately to make five-year program agreements with fifteen or twenty good liberal arts colleges, and will probably accept about 100 students per year under these arrangements."

Colleges already cooperating with Carnegie in 3-2 arrangements are Albion, Allegheny, Baldwin-Wallace, Denison, Geneva, Hiram, Washington and Jefferson and Westminster.

### Science Research Associates

*You and Your Mental Abilities*, a new 35 mm. filmstrip for high school guidance work and teacher-training has been released by Science Research Associates, Chicago, Ill. It presents pictorially the Thurstone primary mental abilities theory of intelligence. Developed during fifteen years of research by Louis L. Thurstone, "most respected of U. S. mental testers" (*Life* magazine), and Professor of Psychology at the University of Chicago, with his wife, Thelma Gwinn Thurstone, Director, Division of Child Study, Chicago Public Schools, this theory is now standard in general psychology classes.

The Thurstones found that intelligence does not consist of one indivisible whole but rather of many factors which they called the primary mental abilities. These include memory, verbal-meaning, word-fluency, motor, space, reasoning, number and perception. Since a student may be strong in some of these abilities and weak in others, an understanding of them is an important asset to teachers. To the student himself this understanding may help explain why he is poor in some subjects but good in others. Such knowledge about the individual's mental ability pattern has also been very useful in vocational counseling.

The filmstrip has been designed for high school as well as for college and adult groups. Describing

mental abilities, it illustrates how they differ from person to person. For example, an athlete may be high in "space" and "perception"—but low in "word-fluency." A poet may be the reverse, and a mathematician low in all of these, but high in "number" and "reasoning."

This new filmstrip carries 51 frames of pictorial information, with captions, followed by a 5-frame quiz.

Material in the filmstrip supplements other publications on mental abilities. A 48-page Life Adjustment Booklet called *You and Your Mental Abilities* by Lorraine Bouthilet and Katharine Mann Byrne has been published for high school guidance work. The widely used *SR4 Primary Mental Abilities* tests which give a separate score for each mental ability were developed by the Thurstones for use from kindergarten to adult levels. Mrs. Thurstone has also constructed the "Learning to Think Series," three workbooks for prereading children which are designed to train each separate ability.

The *You and Your Mental Abilities* filmstrip was produced in cooperation with the Society for Visual Education and is available at \$3.00 from Science Research Associates, 220 S. Wabash Ave., Chicago 4, Ill.

### Career Determination Program

Defiance College, Defiance, Ohio announces the extension of its Career Determination Program to include a laboratory course in which students spend nine hours a week working in various industrial, mercantile or other establishments. This supplements with practical experience the instruction received in the courses in Career Essentials and Career Selection which constitute the core of the program.

One of the highlights of the summer sessions at Defiance College was an adaptation of two courses of the Career Determination Program to the high school level. This was worked out by A. F. DeAngelus, Principal of the Dalton, Massachusetts High School, who attended the summer school to familiarize himself with the philosophies, techniques and data of the program for that purpose. Mr. DeAngelus hopes to try this adaptation in his own school this fall.

A council of principals and guidance directors was formed to cooperate in this project by advising on policies, furnishing data from their own experience, and criticizing plans and programs as they were formulated. Persons interested in keeping informed on the developments in this project, or in the complete Career Determination Program, may write to either Mr. DeAngelus at Dalton Massachusetts or Mr. Warren Bruner at Defiance, Ohio.

# SELECTIVE SERVICE AND THE COLLEGE STUDENT

*A Statement Written for School and College Placement by*  
MAJOR GENERAL LEWIS B. HERSHEY, *Director of Selective Service*  
*Washington, D. C.*

THE Selective Service Act of 1948 gives local boards authority to postpone the induction of college and university students who receive notices of induction after they have started an academic year. The postponement is until the end of the academic year and the work of the student requesting postponement must be satisfactory.

That is a postponement of induction as distinguished from a deferment. On August 10 of this year I sent to local boards an operational bulletin summing up the conditions under which local boards are warranted in considering college students for occupational deferment, pending the development of such other policies as may be necessary.

These conditions are as follows, and all three must exist to warrant consideration for the deferment:

1. The registrant has completed at least one academic year of a full-time course of instruction at a college, university or similar institution of learning.
2. The college or university at which the registrant last completed an academic year of a full-time course of instruction certifies that the registrant's scholastic standing placed him among the upper half of his class.
3. The local board is satisfied by the record of the registrant's actions in making normally required arrangements that he had fully intended prior to August 1,

1950, to enroll in a full-time course of instruction at a college, university or similar institution of learning for the academic year ending in the Spring of 1951.

Selective Service regulations provide that local boards may defer persons whose activity in study, research or medical, scientific or other endeavors is found to be necessary to the maintenance of the national health, safety or interest. Local boards have been advised to consider for deferment students of medicine, dentistry, veterinary medicine and osteopathy, as well as a limited number of pre-professional students taking such courses. Provisions are made for the identification of these students.

It should be borne in mind that there is no blanket deferment for students, just as there is no blanket deferment for any group. Each case is decided by the local board on its individual merits in accordance with law and regulations. In no case is a board warranted in considering a student for deferment if the student fails to submit proof that he is doing satisfactory work. Should a deferred student drop out of school the reason for his deferment ceases to exist and he is no longer eligible for occupational deferment as a student.

Selective Service has no jurisdiction over deferment of National Guardsmen and other Reservists as such. Policies for deferment of such men who are about to be called to active duty are formulated and administered by the Department of Defense.





# THE ASSOCIATION OF SCHOOL AND COLLEGE PLACEMENT

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GORDON A. HARDWICK  
President, and Chairman of the Executive Board

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President Hardwick, in his announcement of the establishment of this Committee, made the following statement:

*"It is believed that this new committee will have a profound effect upon the trend of thought in the future in the increasingly broad field of College Placement. It is felt that while various forces have been at work in recent years in helping to fix the attention of educators upon this problem of placement as an educational function, the present time seems highly propitious for a new step in pointing the way to definite standards of precedents for the set-up of such departments within the colleges, and this new committee has, for one of its principal purposes, the accomplishment of this objective."*

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## GRADES OF MEMBERSHIP

**Sustaining Membership:** Cash contributions ranging up to \$200.00, entitling the member to advertising space if desired.\*

**Institutional Membership:** Full membership for two representatives of an institution, including a year's subscription for each to the journal, SCHOOL AND COLLEGE PLACEMENT, \$7.00 per year.

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\*Sustaining Members not using advertising space include Atlantic Refining Company—E. I. DuPont de Nemours and Company—General Motors Corporation—Johnson and Johnson—Reading Company—Sun Oil Company—Towers, Perrin, Forster and Crosby.

Address all communications to  
The Association of School and College Placement